YOUR DSA SUPPORT AND COVID-19 - STUDENT AND PROVIDER SURVEY
FINAL REPORT – 12TH MAY 2020

Contents

Background

The Coronavirus pandemic has led to upheaval and disruption across higher education. Students have faced academic uncertainty around accessing their learning, changed assessments, graduation or progression into the next year, and how the future 'new normal' will feel at university. Lockdown and restrictions have impacted student's accommodation and home life; the suitability of their study environment; their physical and mental health; financial and work demands, their relationships and support links, and many will have caring responsibilities for children or family. For vulnerable students, including those with disabilities, the Covid-19 effects could be more serious, with the adjustments introduced for most students perhaps not working as effectively for them.

As a result of the Government Covid-19 restrictions on campus activity, face-to-face teaching, and then the lockdown rules, the delivery of Disabled Students Allowance (DSA) one-to-one support was quickly moved to remote online support.

The Association of Non-Medical Help Providers (The Association) undertook the student survey in response to a question posed by the Department for Education (DfE)* received on the 15th April 2020. The interest expressed was specifically around how the Covid-19 situation was impacting Disabled Student Allowance (DSA) support and the efficacy and take-up of 'remote' online DSA support. In addition, the Association was interested in gathering feedback on the academic progress and wellbeing of disabled students in receipt of DSA, and feedback from Non-Medical Help (NMH) providers of their experience of DSA delivery through the Covid-19 period.

The Association considered that the impacts of Covid-19 on disabled students were very much current, which led to the rapid development and release of the survey, seeking feedback with minimal delay.

Due to the volume of the responses received (n=3614), the complex challenges and academic hardship expressed, the Association have produced this report as quickly as possible. The results have been made available to the Disabled Students Stakeholders Group, the Office for Students, Student Finance England, the Department for Education*, and other professional bodies representing professionals and students within the higher education disabled student sector.

*Please note that these surveys were not commissioned by the Department for Education.

Method

The Association developed an online student survey using the SurveyMonkey platform and an NMH Provider online survey using Google Drive (Different platforms were utilised to enable our management committee to collate both sets of responses in a short timeframe.). The student survey

comprised of 8 structured questions and a further unstructured question which allowed respondents to comment further. It was made clear that the survey was anonymous, and invited respondents to contact their DSA provider or funding body if they had specific queries. The NMH Provider survey consisted of 4 unstructured questions.

Both surveys (with the student survey link within a suggested student 'invitation' email) were sent to Association of NMH Provider members and also shared by PATOSS, ADSHE, NADP, UMHAN and BATA* with their members on Thursday 23rd April. On Thursday 30th April this was then expanded to include a wider audience of NMH providers taken from the NMH Search platform. In total it is estimated that over 300 NMH providers were approached and asked to send the survey request and survey link to their students. The Association did not seek to record which NMH providers or professional bodies distributed the survey to their students. The surveys were open for 14 days closing on 7th May at 18.00.

*PATOSS Professional Association of Teachers of students with specific learning difficulties, ADSHE Association of Dyslexia Specialists in Higher Education, NADP National Association of Disability Practitioners, UMHAN University Mental Health Advisors Network and BATA British Assistive Technology Association.

The Association acknowledges that due to the desire to undertake the survey quickly, the methodology did not necessarily follow standard research techniques.

The Association invited NMH providers, to comment on the following:

1. What are your general observations of NMH support and training through this Covid-19 period?
2. What are your observations, and feedback from your support workers on remote online support for your students?
3. What percentage of your normal or expected support level are you currently delivering?
4. What additional challenges are your students experiencing through this period?

Analysis of the NMH Provider survey was done manually by nominated members of the Association's management committee.

The responses to question 1 of the NMH Provider survey show that a significant number of the NMH Providers completing the survey interpreted 'training' not as Assistive Technology Training but as Continual Professional Development (CPD) and training on platforms for remote delivery. This has generated useful feedback in terms of providers / workers feedback that they have had lots of guidance from employers and professional bodies but have not been offered or accessed training on remote working. Respondents were positive about the resources being shared by their professional bodies.

The Association invited students to respond and comment on the following questions:

1. Please indicate your type or types of DSA support.
2. What is the year of your study?

3. My DSA learning support is important for me at this time.
4. Because of the changes to my academic work, online teaching, and assessments, the Covid-19 situation is negatively impacting my studies.
5. I feel I require additional DSA support through this period due to the changes to my academic studies.
6. The Covid-19 situation is negatively impacting my wellbeing.
7. Remote online DSA support is effective for me.
8. During the Covid-19 crisis please indicate any other factors that are impacting your studies:
    a. Access to academic resources; library; workshops; studios etc.
    b. Access to teaching
    c. Access to course materials
    d. Access to university or college support services
    e. Childcare responsibilities
    f. Paid work requirements
    g. None of these.
9. Please make any other comments.

Note: Questions 3 to 7 asked students to respond on a scale: Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree.

Analysis of the student survey was undertaken using SurveyMonkey. The responses to Question 9 (n=504), an optional question, were categorized and tagged with these topic headings:

✓ Comment on DSA Support
✓ Uni Studies/Support
✓ Home & Family
✓ Technology Comment
✓ Mental Health Issue
✓ Remote Support Comment
✓ Other Comments
✓ Identifying Comment
✓ Covid-19 & Disability

It was noted that many comments included feedback on more than one category and were therefore tagged accordingly. Comments that identified the DSA provider and/or the higher education institution, and/or an individual are not included in the report (n=34).

Student Survey – Results Summary

- A total of 3614 responses were received at the survey closing date (7th May 2020, 18:00).

- Question 1: The respondents represent students receiving a spread of DSA support roles:

ANSWER CHOICES	RESPONSES	
Study Skills	57.7%	2,086
Mentor	55.8%	2,015
Assistive Technology Training	42.6%	1,541
Communication Support	5.9%	213
Other	11.3%	407
Total Respondents: 3,614		

Note: Some respondents will be receiving 2 or more types of DSA support.

- Question 2: The respondents represent a spread across academic year of study:

ANSWER CHOICES	RESPONSES	
Final Year	23.7%	858
1st	34.1%	1,232
2nd	28.2%	1,018
3rd	10.0%	360
4th	3.0%	108
5th	1.1%	38
TOTAL		**3,614**

- Students responded to the Question 3 statement:
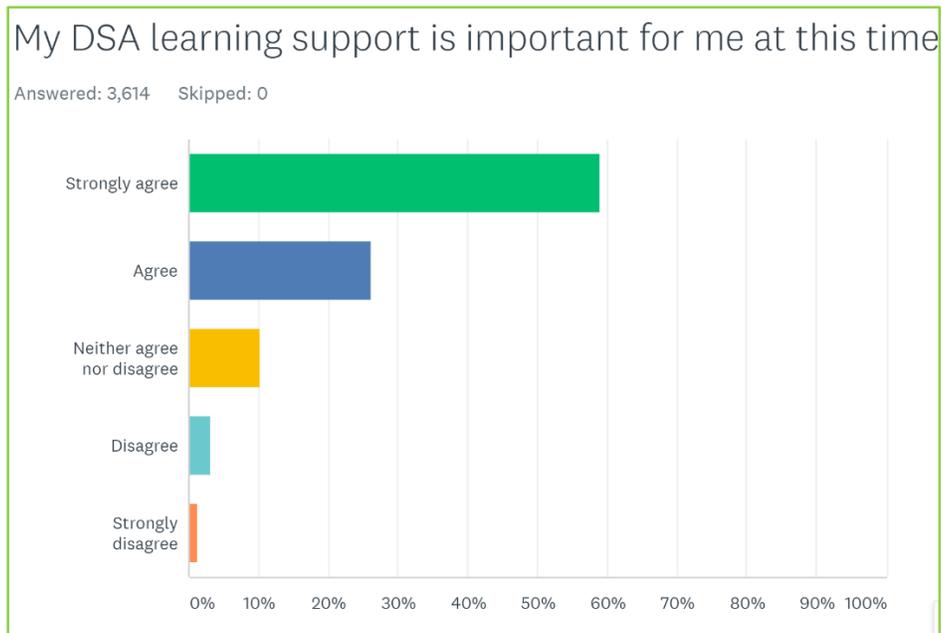
My DSA learning support is important for me at this time

Answered: 3,614   Skipped: 0

Strongly agree	████████████████████████ ~60%
Agree	██████████ ~26%
Neither agree nor disagree	████ ~10%
Disagree	█ ~2%
Strongly disagree	▌ ~1%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

"My mentor has been vital to my mental health through this unprecedented time, without this help and support I couldn't possibly go on!" (Student Response)

- Student responses to the Question 4 statement:

Because of the changes to my academic work, online teaching, and assessments, the Covid-19 situation is negatively impacting my studies.

ANSWER CHOICES ▼	RESPONSES ▼	
▼ Strongly agree	50.4%	1,820
▼ Agree	30.9%	1,115
▼ Neither agree nor disagree	12.6%	455
▼ Disagree	5.0%	182
▼ Strongly disagree	1.2%	42
TOTAL		3,614

"COVID-19 and lockdown have affected every aspect of my university work, home life and mental and physical health. It has caused many, many problems and barriers for me and many others."

- Student responses to the Question 5 statement:
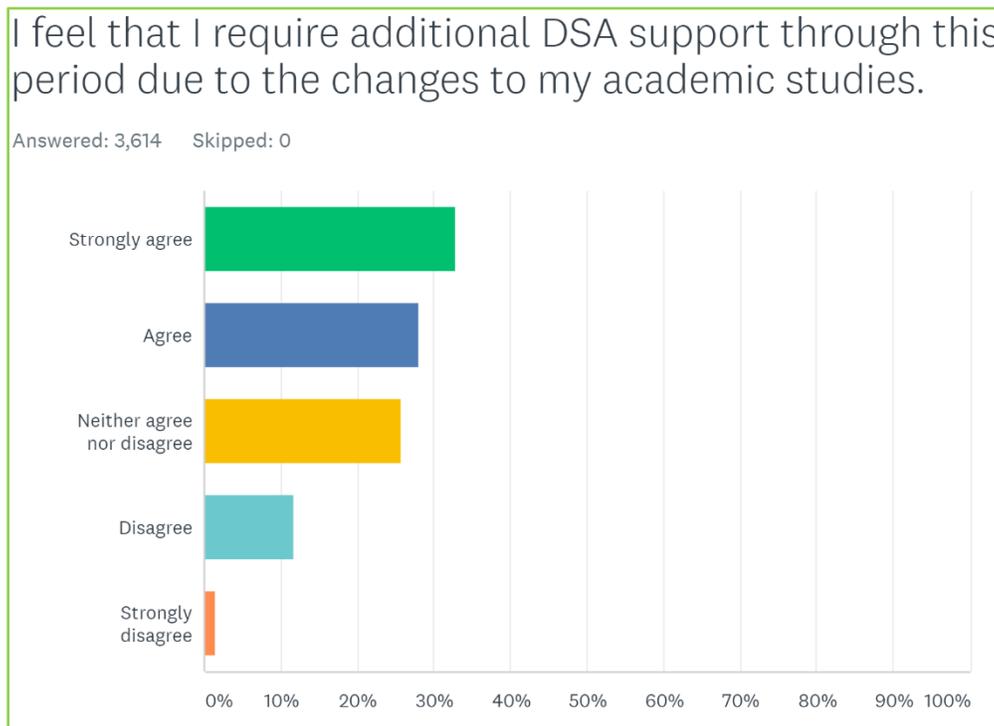
I feel that I require additional DSA support through this period due to the changes to my academic studies.

Answered: 3,614   Skipped: 0

"Without my Mentoring I would of given up on this academic year due to Covid-19 and never gone back to university."

"The mentoring and study skills is how I'm able to keep on track at the minute, I can't stress just how important they are. Thank you for providing these services!"

"Mental health has become a massive challenge for me and 1 hour a week with my provider is just not enough"

- Student responses to the Question 6 statement:
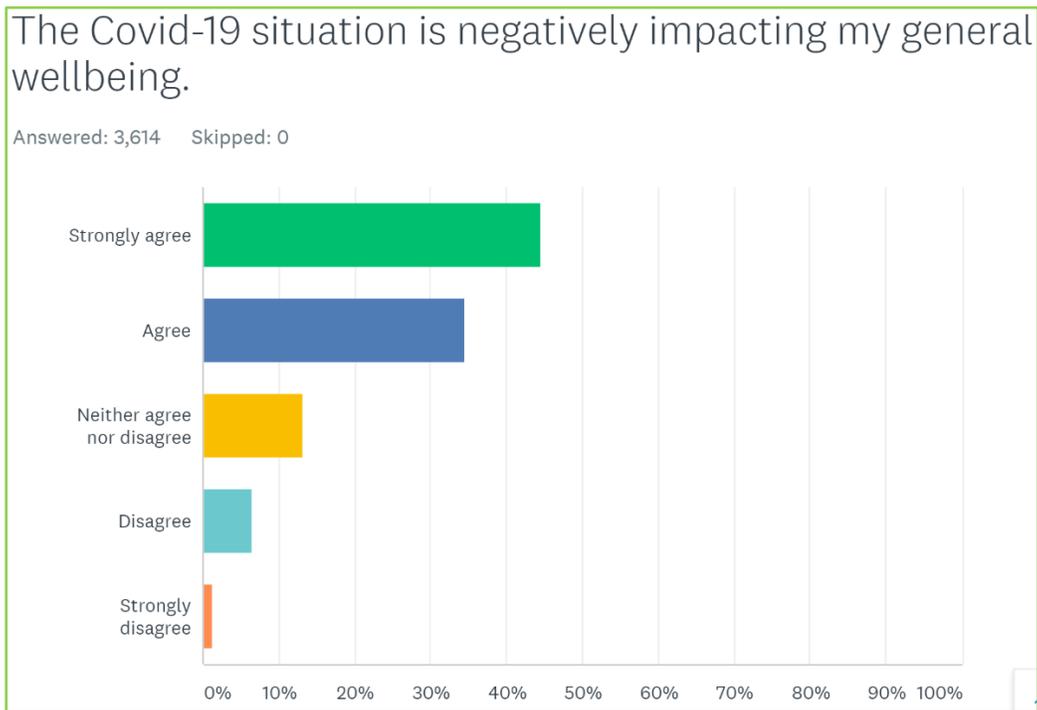
The Covid-19 situation is negatively impacting my general wellbeing.

Answered: 3,614   Skipped: 0

"I find it hard to reach out. I curl up within myself. The help is there but I cannot reach it. Too terrified to get it."

"There are many external factors due to the covid situation that are affecting my mental health/ wellbeing and disrupting my ability to focus on college work"

- Student responses to the Question 7 statement:
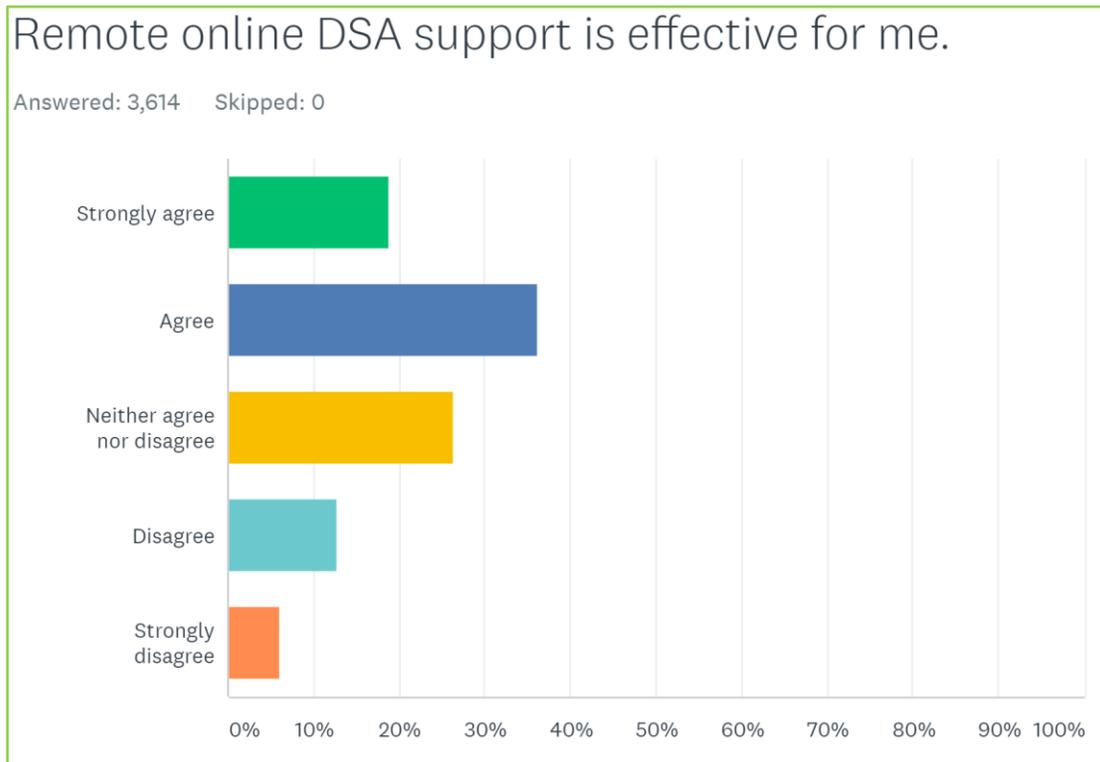
Remote online DSA support is effective for me.

Answered: 3,614   Skipped: 0

Response	
Strongly agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly disagree	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

"I need support to carry out and complete my studies, although I find online support very difficult due to concentration, focusing etc it is better than no support so I am grateful for it."

"Internet problems it's hard to hear the other person which is greatly impacting on my learning. For example we could do an hour and finish work now it takes up to 3 hour slots which is frustrating."

- Student responses to the Question 8 statement*:

During the Covid-19 crisis please indicate any other factors that are impacting your studies.

ANSWER CHOICES ▼	RESPONSES ▼	
▼ Access to academic resources; library, workshops, studios etc.	73.4%	2,637
▼ Access to teaching	57.6%	2,069
▼ Access to course materials	35.7%	1,284
▼ Access to university or college support services	48.4%	1,739
▼ Childcare responsibilities	11.1%	400
▼ Paid work requirements	18.4%	662
▼ None of these	10.6%	382
Total Respondents: 3,595		

* Question 8 allowed respondents to choose one or more responses. Other factors were identified by respondents and described in their responses to Question 9.

- 504 comments were made in response to Question 9:

Category of Response	Number
Comment on DSA Support	231
Uni Studies/Support	131
Covid-19 & Disability	103
Mental Health	79
Remote Support Comment	66
Home and Family	57
Technology Comment	47
Other Comment	42
Identifying Comment	34

Note: Many comments fell into more than one category.

The comments from Question 9 have been displayed according to category and are included later in this report.

NMH Provider – Results Summary

126 Providers completed the survey.

Question 1

What are your general observations of NMH support and training through this Covid-19 period?

Out of 125 qualitative responses to this question:

- **48 (38%) providers give explicit feedback that they have maintained or increased student engagement with NMH Support**

One provider stated **"**Things seem to have switched over to delivering remote support pretty seamlessly. Tutors and mentors are all working as normal delivering their support to students."

Whilst another stated "I have observed how well the NMH Support has been managed by the staff to turn the support in to remote sessions. Although staff have been able to offer the session like this in the past, it was seen as something to be used in exceptional circumstances, but I hope that this can now be something that can be used whenever needed or preferred by the student"

- **19 (15%) providers provide explicit feedback that they have seen a decrease in students accessing NMH support with a small group of respondents saying their support services have ceased.**

One provider stated "There has been minimal support due to face to face lectures. We have tried to accommodate remote access but this hasn't always been possible. This is due to Universities not taking up our offer of remote services."

Whilst another feedback "It has been suspended".

Question 2

What are your observations, and feedback from your support workers on remote online support for your students?

Out of 123 qualitative responses to this question:

- **12 providers (10%) used the word 'positive' to describe remote online support.**

One provider stated: "Very positive, in some cases we are seeing increased engagement, as support is more accessible, due to not having to travel or find appropriate space, or slot in around other commitments."

Another provider commented: "They are all having a really good experience with remote delivery".

- **59 providers (48%) gave a positive response to the question overall.**

One provider explained: "They've reported student engagement has increased; it is more convenient to arrange support due to the flexibility of remote working. There have been positives reported from both students and NMH workers. Even students who initially were reluctant to use video conferencing (e.g. some autistic students) have found it helps to keep their camera turned off so they can concentrate on watching and listening to the tutor."

Another commented: "The vast majority of support workers are not having any issues and if anything, are finding life easier with not having to travel. Students seem to be happy with receiving their support 'virtually' and only a small number have said they would like to wait until they can be seen face to face, in person again."

- **13 providers (11%) stated that delivering online support was more tiring, draining or challenging than delivering face-to-face support.**

One provider elaborated by saying, "Remote online support is a second-best substitute for face-to-face learning as it dulls the flexibility and interaction of the live experience. Students are happy to have it as a substitute. It is harder to work for long hours online compared to similar hours face-to-face. It requires more concentration, more energy, more focus and the results of working are not qualitatively as good as 'real life'. I have to work harder to keep people motivated."

Another provider explained: "Greater intensity of specialist mental health mentoring, more burdening, greater risk (and therefore follow up). Vital link between student and university as have the existing relationship established. The team are working very hard, feel more stressed than usual. There is an increase in paperwork. There are less cancellations amongst the students. Therefore, we are providing more supervision. There is also greater fatigue from using video conference for every session - far more draining for sessions.".

- **17 providers (14%) referenced technical issues with IT equipment, internet connectivity and video conferencing platforms as an area of difficulty for support workers and students.**

As one provider explained, "Generally technology always presents problems. Internet connections and capacity has become an issue. Student and staff knowledge and technical skills are also an issue."

Another went on to say, "Negative feedback from students about 'in class' support is almost always related to technical issues, e.g. BSL Interpreters not being given access to teaching session, or WIFI too weak to run necessary platforms.

Students who don't have equipment, good WiFi connection, or IT skills, are at a disadvantage as they are less able to access remote NMH and online teaching."

One provider highlighted, "It is difficult to provide online support for visually impaired students, as they are unable to see a screen of a computer and feedback what the computer says if they have a problem. For them to tab around a screen using speech software can be a 'long winded' way of working especially if there are software issues, it is much easier for someone to look at a screen and try to fix these issues. This was an issue for one of our clients who had a problem with an add on piece of equipment needed to work with the speech software to help navigation whilst using the laptop, which subsequently decided not to work, thus the student was unable to carry on with her studies without the speech working."

- **4 providers (3%) commented that remote support increases anxiety levels for their students**.

As one provider explained, "A small number of staff have reported a significant decrease in engagement as a result of the current situation and some students accessing mentoring in particular are finding online support difficult due to not being comfortable with it or not finding a confidential space for example."

Another said, "Some students have reported anxiety around using online platforms/phone, and have chosen not to access remote support as a result."

A third provider stated, "We have seen a reluctance to engage with our support and also a reluctance to engage with online teaching. We have also seen a number of students reporting low mood as a result of being in isolation. The feedback regarding interaction with academic staff has been very positive."

Question 3

What percentage of your normal or expected support level are you currently delivering?

Out of 125 responses to this question, 105 provided a percentage of support with the average being **74% of normal or expected support is currently being delivered.**

This was broken down in the following way:

- 13 providers stated support delivered was between 0-24% of normal levels.
- 04 providers stated support delivered was between 25-49% of normal levels.
- 20 providers stated support delivered was between 50-74% of normal levels.
- 62 providers stated support delivered was between 75-100% of normal levels.
- 06 providers stated support delivered was between 101-200% of normal levels.

One provider commented:

"Individual members of staff proactively engaged with their students, encouraging uptake of remote support. This saw a much higher than usual uptake of DSA hours. Heading towards the Easter break, the trend of engagement levelled to what we would normally expect. Support staff made themselves available to offer NMH sessions to students particularly over Easter as submission deadlines across the board were extended for 2 weeks and the assessment period shifted to online Time Limited Assessments. Other students have been granted a deferral to an August submission through the Exceptional Mitigating Circumstances process. Currently underway are support requests to Needs Assessors for additional NMH hours because of the impact of the changed requirements to their academic studies."

Question 4

What additional challenges are your students experiencing through this period?

Out of 126 qualitative responses to this question:

- **59 providers (46%) were concerned about the wellbeing of their students citing peer isolation, depression and anxiety as a major challenge**
- **19 providers (15%) said that a decline in mental health was impacting on the motivation of students to engage or complete work**

One provider gave the example: "Raised anxiety, depression, isolation, loneliness. Feeling cut off, scared and worried and hopeless…Re-emergence of symptoms of mental health problems"

A second provider explained: "For students with mental health difficulties in particular, being away from campus and dealing with so much uncertainty has meant that they have struggled to engage with teaching staff and support staff as they are struggling with motivation levels, sleep patterns, eating habits, maintaining a routine, financial difficulties, social isolation"

Another provider added: "..students who have cooccurring conditions such as ASC and MH issues are experiencing additional challenges to engagement."

- **12 providers (10%) noticed that those whose living situations had changed (moving back from university accommodation to family homes) were struggling with adapting and changes to routine**
- **23 providers (18%) were concerned about the time management of their students**

A provider gave the example: "The overwhelming challenge seems to be around motivation and wellbeing, some students say they don't think they can finish the year."

One provider explained: "Some are finding it hard to study because they are trying to home-school children, have partners who are key workers or supporting elderly parents while social distancing due to having to care for dependants, or being in disruptive households."

Another provider cited: "These students feel that it's a big ask for them to continue with their studies and time management strategies are seriously challenged. As a positive example, a student gave is his gratitude to his NMH support worker; without the remote support since lockdown, he would have left his course and would be facing a bleak future."

- **20 providers (16%) highlighted that students are struggling with changes to the types of assessment**
- **14 providers (11%) noted that students were struggling to understand what was expected of them in relation to their work and what would be needed to complete assignments and their degree.**

One provider explained: "Some students are struggling with the change of online lecture and seminar materials. Based on their learning styles, this is increasing anxieties and difficulties with learning and retaining vital information they need for their assignments."

An additional comment by another provider highlighted these challenges: "Frustration and concern regarding an inability to undertake or to complete modules, such as teaching practice. Fear over having an extra burden of workload to incorporate 'missed' assignments or teaching into next year's curriculum."

A third provider explained: "Anxieties about their studies and adjusting to online delivery, some are very resistant to this or feel uncomfortable without the physical contact with lecturers and their peers, and the impact of this on their grades."

- **50 providers (40%) received feedback from students stating that they were having IT issues, especially in relation to internet access, and access to library resources.**
- **9 providers (7%) commented that adapting to all online teaching and resources and remote support was of causing confusion and uncertainty**

A provider gave the example of: "..unreliable WiFi so have to have sessions with audio-only, thereby further increasing demand on concentration & auditory processing, though screen sharing facilities help greatly. One student has no WiFi and is relying on his mobile phone data, thereby severely restricting internet access and necessitating support via document sharing plus phone calls only."

Another provider raises the challenge of not having access to specialist course-related software: "Impact on motivation and mental health especially some final year students who have lost access to resources critical for the completion of their course / final project e.g. specialist software, access to studios."

One provider explained: "They miss face-to-face meet-up as the connection is so much closer, building rapport quickly that lays foundations for trust to develop. Experiencing difficulties with accessing work on uni servers, thus preventing progress. IT issues causing huge levels of anxiety and frustration."

A provider commented: "Students are anxious and feel abandoned as online learning is not a substitute for in-person learning."

Another provider gave a particular example: "..we see students who are struggling not having access to face to face sessions. For example, many ASC students do not like Skype as a means of communication, they need to be with a support worker in person.

One provider explained: "Unfortunately for deaf people they have had a very frustrating time to be able to communicate with their lecturers directly."

Discussion on qualitative results of student survey

1. Respondents were generally positive about their DSA support currently, some stating that it is invaluable to the continuation of their academic studies.
    1.1.   Many students linked DSA support to maintaining their academic progress, accessing their learning, and protecting their mental wellbeing.
    1.2.   A few respondents expressed some dissatisfaction around access and arrangements for DSA support.
2. Deteriorating mental health was identified and commented on by many students, and some expressed distress and ill health.
3. Respondents choose to add a significant number of comments about their university or college support, the communications, and the accessibility of online teaching and assessment.
4. Challenges relating to home circumstances were frequently mentioned; childcare, other caring responsibilities, privacy, needs for paid work, and access to technology.
5. Many respondents expressed the challenge of Covid-19 alongside their disability.
6. Responses gave a mixed picture on remote support. Although the survey data indicates that over 50% have found it effective, the comments were mostly from those where remote support is less effective or ineffective.
7. Issues around access to assistive technology and internet unreliability were raised by students.
8. Respondents were thankful for the chance to express themselves through the survey.

Discussion on qualitative results of NMH Provider survey

1. For most respondents moving from face to face support to wholly online support in a short time has been a radical change to service delivery, with remote support previously being the exception rather than the norm. Many respondents report a positive, proactive, and pragmatic approach to ensuring NMH services can continue with minimal disruption to their students. 74% of normal or expected support is currently being delivered.
2. Several providers have raised concerns specifically around students with mental ill health and autism spectrum conditions being negatively affected by lockdown with students presenting difficulties with managing change, concentration, motivation, and isolation.
3. 46% were concerned about the wellbeing of their students, citing peer isolation, depression, and anxiety as a major challenge. In addition, 15% said that a decline in mental health was impacting on the motivation of students to engage or complete work.
4. Providers have had to undertake a rapid upskilling in the use of online platforms for remote delivery resulting in additional administration and training. Some respondents have highlighted the difficulties with this.
5. One respondent advised that their institution had now offered lecture capture Covid-19, where previously not available.
6. The responses show that a significant number of the NMH Providers completing the survey interpreted 'training' not as Assistive Technology Training but as Continual Professional Development (CPD) and training on platforms for remote delivery. This has generated useful feedback in terms of providers / workers feedback that they have had lots of guidance from employers and professional bodies but have not been offered or accessed training on remote working. Comments were positive about the resources being shared by their professional bodies.
7. 16 providers mentioned CPD and training in their response to question 1.
8. There is a correlation between negative responses about student engagement and lack of training, support, and experience of utilizing online platforms. This may raise concerns about equity of experience for students accessing support from different providers.

Acknowledgements

The Association of Non-Medical Help Providers would like to thank the management committee for its input into this project.

Thank you to Amano Student Support for setting up and collecting the data from the student survey and The Learning Support Centre for setting up and collecting the data from the provider survey.

We would like to acknowledge the substantial work by Graham Coiley from Amano Student Support in analysing the student survey responses.

In addition, we would like to acknowledge the work from Jane Hartlebury from Edge Hill University, Chris Collier from E-Quality Learning and Laura Cook from The Learning Support Centre for their analysis of the provider data.

Thanks, and acknowledgement also to Marie Norris from Clear Links for diligent proof reading and anonymisation of any individuals, providers or companies named in responses.

The Association of Non-Medical Help Providers would like to thank the following associations for sharing the survey with their members:

- PATOSS - Professional Association of Teachers of students with specific learning difficulties
- ADSHE - Association of Dyslexia Specialists in Higher Education
- NADP - National Association of Disability Practitioners
- UMHAN - University Mental Health Advisors Network
- BATA - British Assistive Technology Association.

We also acknowledge and give thanks to the students and providers that took the time to share and respond to our surveys.

Appendix 1. Full Results of Student Survey

Question 1

Please indicate your type or types of DSA support

Answered: 3,614   Skipped: 0
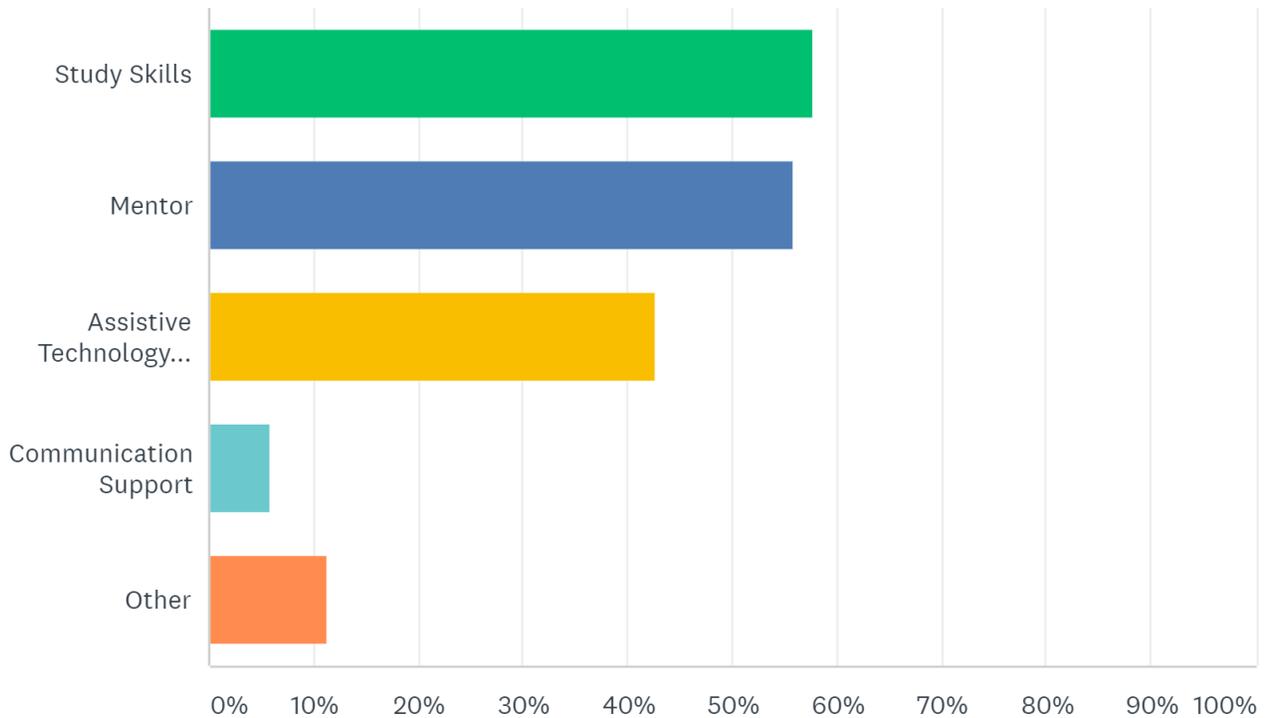
ANSWER CHOICES	RESPONSES	
▼ Study Skills	57.7%	2,086
▼ Mentor	55.8%	2,015
▼ Assistive Technology Training	42.6%	1,541
▼ Communication Support	5.9%	213
▼ Other	11.3%	407
Total Respondents: 3,614		

Question 2

What is the year of your study?

Answered: 3,614   Skipped: 0
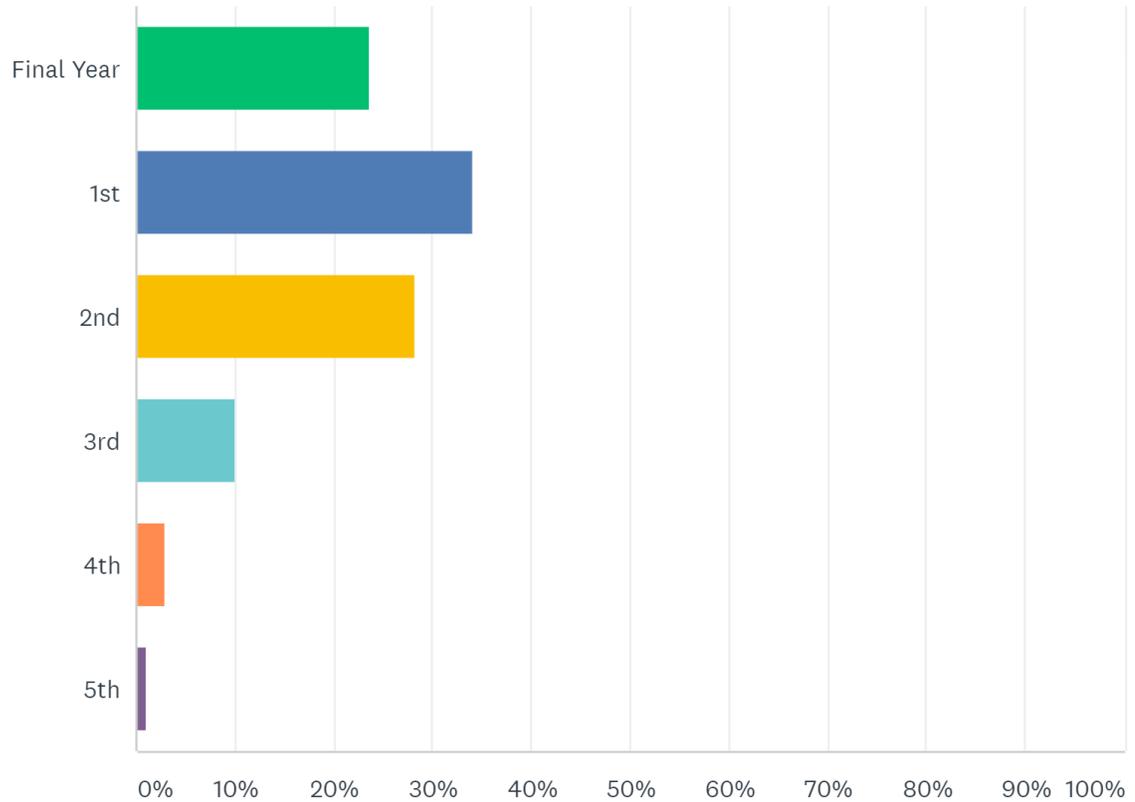
ANSWER CHOICES	▼	RESPONSES	▼
▼ Final Year		23.7%	858
▼ 1st		34.1%	1,232
▼ 2nd		28.2%	1,018
▼ 3rd		10.0%	360
▼ 4th		3.0%	108
▼ 5th		1.1%	38
TOTAL			3,614

Question 3

My DSA learning support is important for me at this time

Answered: 3,614   Skipped: 0
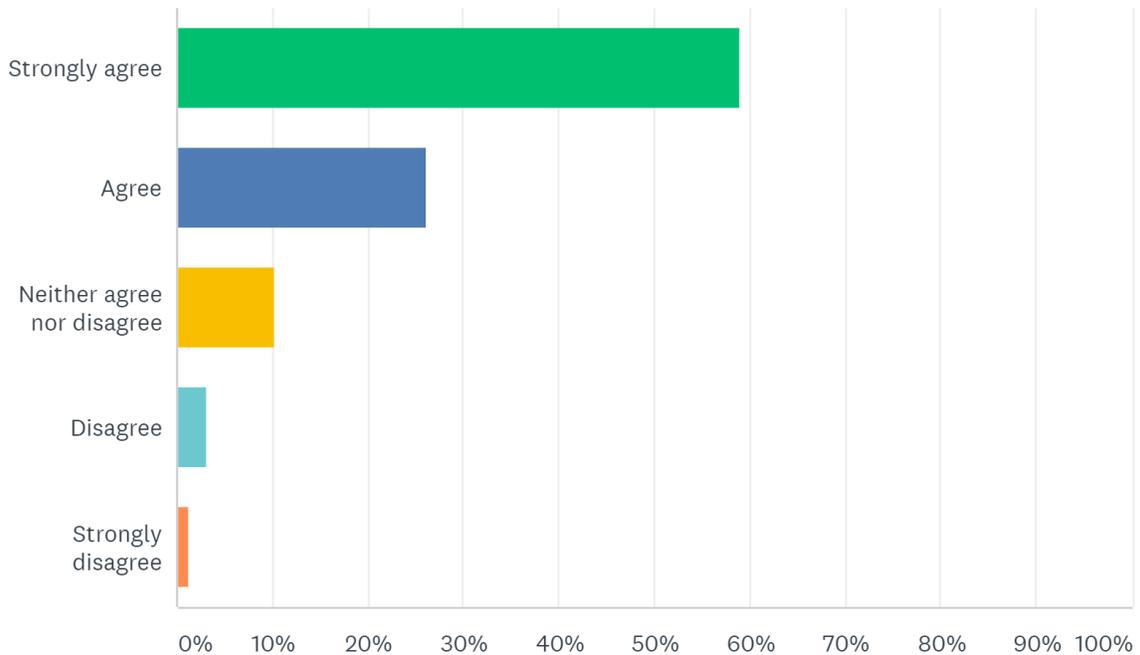
ANSWER CHOICES	▼	RESPONSES	▼
▼ Strongly agree		59.0%	2,132
▼ Agree		26.2%	948
▼ Neither agree nor disagree		10.3%	374
▼ Disagree		3.2%	115
▼ Strongly disagree		1.2%	45
TOTAL			**3,614**

Question 4

Because of the changes to my academic work, online teaching, and assessments, the Covid-19 situation is negatively impacting my studies

Answered: 3,614   Skipped: 0
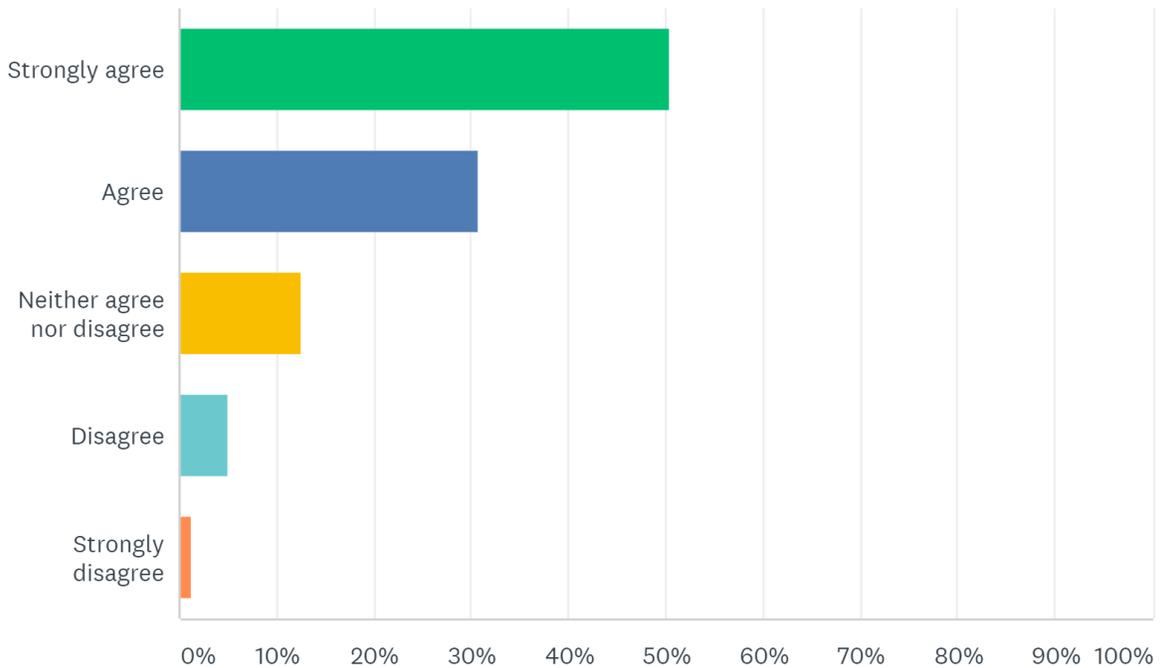
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▼ Strongly agree		50.4%	1,820
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▼ Neither agree nor disagree		12.6%	455
▼ Disagree		5.0%	182
▼ Strongly disagree		1.2%	42
TOTAL			3,614

Question 5

I feel that I require additional DSA support through this period due to the changes to my academic studies.

Answered: 3,614   Skipped: 0
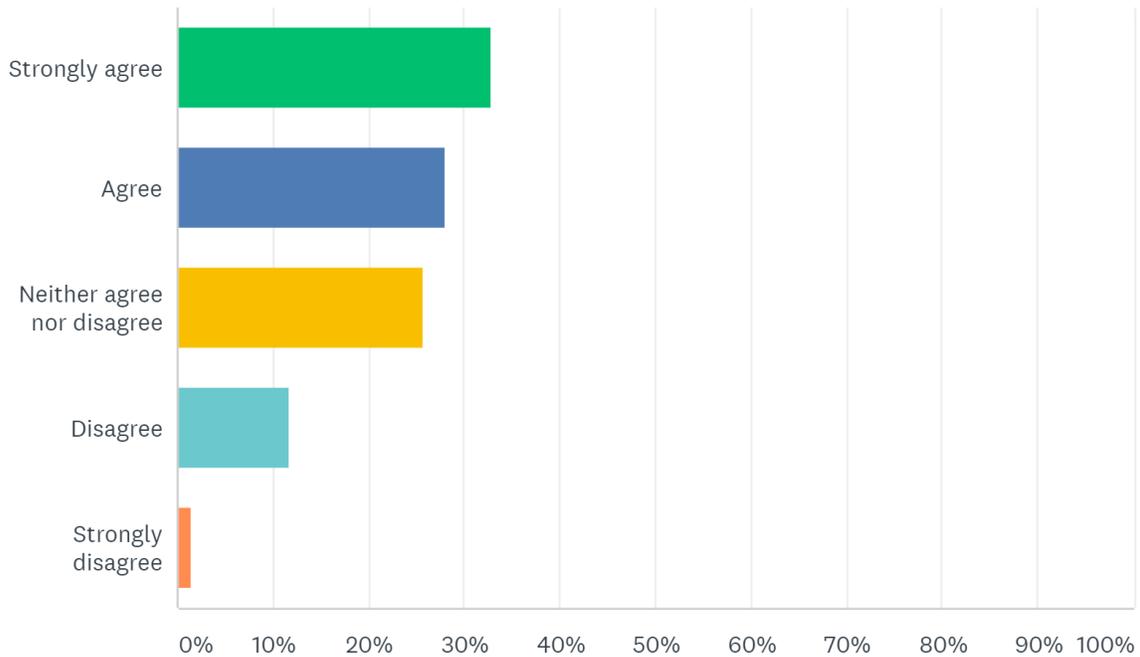
ANSWER CHOICES	▼	RESPONSES	▼
▼ Strongly agree		32.9%	1,189
▼ Agree		28.1%	1,015
▼ Neither agree nor disagree		25.8%	931
▼ Disagree		11.7%	424
▼ Strongly disagree		1.5%	55
TOTAL			3,614

Question 6

The Covid-19 situation is negatively impacting my general wellbeing.

Answered: 3,614   Skipped: 0
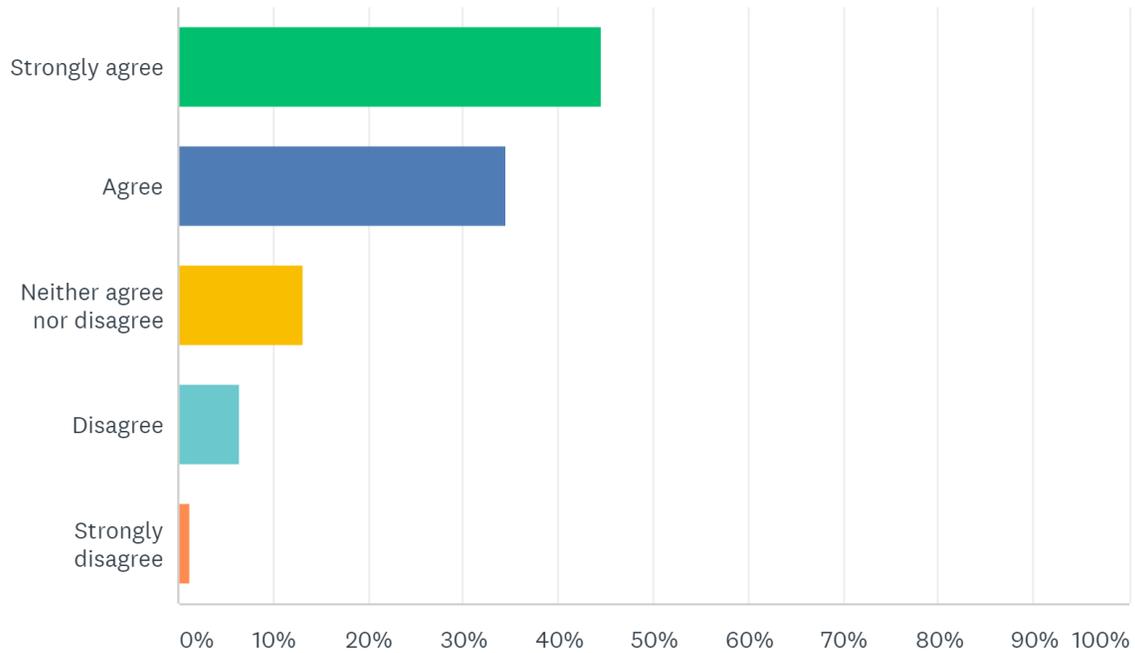
ANSWER CHOICES	▼	RESPONSES	▼
▼ Strongly agree		44.6%	1,612
▼ Agree		34.6%	1,249
▼ Neither agree nor disagree		13.1%	475
▼ Disagree		6.4%	232
▼ Strongly disagree		1.3%	46
TOTAL			3,614

Question 7

Remote online DSA support is effective for me.

Answered: 3,614   Skipped: 0
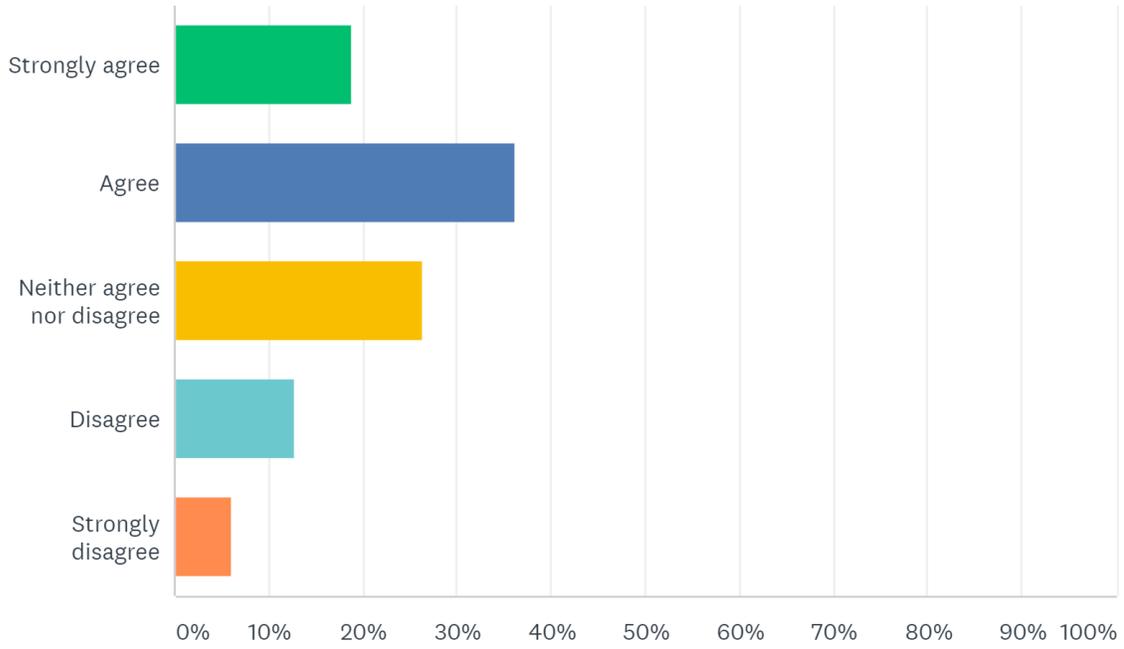
ANSWER CHOICES	RESPONSES	
▼ Strongly agree	18.8%	680
▼ Agree	36.1%	1,306
▼ Neither agree nor disagree	26.3%	949
▼ Disagree	12.7%	458
▼ Strongly disagree	6.1%	221
TOTAL		3,614

Question 8

During the Covid-19 crisis please indicate any other factors that are impacting your studies.

Answered: 3,595   Skipped: 19

ANSWER CHOICES	RESPONSES	
Access to academic resources; library, workshops, studios etc.	73.4%	2,637
Access to teaching	57.6%	2,069
Access to course materials	35.7%	1,284
Access to university or college support services	48.4%	1,739
Childcare responsibilities	11.1%	400
Paid work requirements	18.4%	662
None of these	10.6%	382
Total Respondents: 3,595		

Question 9 – Comments on DSA Support

	Response Date	Responses
1	May 07 2020 11:52 AM	im finding that having my dsa support workers invaluable at this time. I have been struggling with my anxiety and motivation they have been keeping me going there support hasn't been just do this and offering help on task but mentoring and supporting listening when I have a freak out. this has been hard and continues to be hard I have needed the support and would love extra im very aware im low on hours left because I have needed extra support just to keep going. I almost dropped out. seeing them online has been a amazing because their support isn't just academic its as a friend and thats been needed!
2	May 07 2020 09:09 AM	I have not received my laptop to help with study, as they are out of stock, so it is not different to any other time.
3	May 07 2020 08:55 AM	I've paid for a service and not received it, not only that I've only just been made aware of my dyslexia and multiple mental illness support and help has been minimal and at risk due to everything
4	May 06 2020 07:50 PM	I don't feel like I am receiving proper support during this time. Making the appointments is difficult due to the extremely high demand and I dont find the video calls useful due to their being so many people online at the same time it keeps freezing or losing connection so a lot of time is wasted. The most support I have received is from my mental health support when i need academic.
5	May 06 2020 06:53 PM	Because of anxiety I have been unable to video call my mentor, and she did not want to offer support via email or phone calls. So I have been receiving no dsa support throughout the covid situation. I am struggling to organise myself and keep on track.
6	May 06 2020 06:52 PM	DSA stopped contacting me and stopped responding to emails when I needed help with my essays. I feel that I was just forgotten about.
7	May 06 2020 04:14 PM	None. DSA is really doing more than enough fotc¢
8	May 06 2020 03:51 PM	My universities answer to online learning is posting a power point and asking us to post responses on a discussion board. Yes we are expected to learn how to do voice over powerpoints or do assignments as normal. As a dyslexic student I struggle to make sense of a power point and then am over whelmed when faced with ready 30+ responses on a discussions board then having to write my own. They should be doing video lectures and voice overs instead of adding to the amount of reading already required of their students. I don't know how DSA support could address this but I just wanted to voice my struggle as I think it's unfair some unis are doing a lot and others are doing the bare minimum.

9	May 06 2020 03:44 PM	I only get assisted technology. The impact of covid19 has added a lot of stress to my life making concentrating very hard as I suffer from depression and anxiety already.
10	May 06 2020 02:19 PM	I have struggled with no face to face study support just over the phone which has been incredibly frustrating, especially when I have had to send work across to get checked. I have not needed any extra dsa support on top of what I am getting however, I have a wellbeing support worker now. I am going on to level 6 in September and will be reapplying for Student Finance and Dsa (study support)
11	May 06 2020 01:11 PM	As an autistic student, the sudden change to my routine and what is now expected of me has been extremely difficult to cope with. I experience regular anxiety meltdowns due to the high levels of stress due to my first year not going the way I had mentally prepared for it to go. This has not been helped by the vague assignment briefs and the lack of in person support, which I rely on heavily in order to complete written work. I've found it hard to fulfil the expectations of my course while also having to cope with so many massive changes all at once. Without the support of my family, I would find it completely impossible to get anything done. Because of the nature of my course (drama) mentors and support workers are often at a total loss when it comes to supporting me in my studies.
12	May 06 2020 12:47 PM	DSA one-to-one is more vital for my learning and Corvid-19 has impacted my education and wellbeing. I am anxious all times and I think of how I will be able to continue with my online learning which is difficulty for me to absord any recommention and organise myself.
13	May 06 2020 12:34 PM	I was hoping to get one to one academic support to be able to over come my limitations and learning difficulties. I have an academic support tutor like other students but I can only speak to him for 15 minutes after booking a tutorial session which might not be available when I need it most.
14	May 06 2020 11:40 AM	Didn't get any support from DSA in the first place. I was promised when I started uni and still don't have it...
15	May 06 2020 11:39 AM	I have not herd anything personally from the university, DSA or even my academic tutors. Not even once.
16	May 06 2020 05:52 AM	I feel that the study support I have been getting through video calls has been really helpful. I feel that my learning And understanding has improved much more. I'm very grateful for my support right now. And we are planning to put a plan together for support over the summer to get ready for my next year starting. My confidence has grown.
17	May 05 2020 05:43 PM	DSA really helped me when I first went for my assessment, the woman (sorry can't remember her name now) was very understanding and really helped to identity the things that would help, which has been super helpful!
18	May 05 2020 05:28 PM	My oral exam got changed into an essay. I was guaranteed to do better in the oral as writing is not my strong point and something I struggle with so I feel that it is unfair now that we are being marked on our writing skills. My first module of my final year has been moved forward from september to

		now start on the 1st june whilst my placements have been cancelled until september.
		Due to everyone being on the library site remotely it keeps freezing and crashing, making researching for essays extremely difficult.
		Half of the research on the site is not relevant to what I've searched or isnt available through university meaning we are expected to pay for it.
		Our tutor is concentrating all her time on the 3rd years currently who have had to opt in so I am feeling completely unsupported and left in the dark with half of what is happening with my course.
		My mentor has informed me she is now off until september so can not offer me support during the summer months.
		My study skills tutor hasnt got back to me when I have emailed her regarding these changes to my course.
19	May 05 2020 04:10 PM	I didn't realise my DSA finding has expired - I haven't taken up getting the pc and printer and mentoring etc yet as there was a upfront fee required. I have contacted IT to see if they can try and repair my personal printer.
20	May 05 2020 03:54 PM	Question 8 I do not feel covers all areas that can impact a student at university during these times. An other option is required. I am a carer for my mother which has always had an impact on my studies which I have had very little support for . It is one of the key things as to why I am a dsa student as it increases my anxiety levels. I was supposed to have a mentor but because I am a carer I did not have the time to have a mentor which was inconvenient. I was also supposed to have an app to help me with my depression and anxiety, however the app actually caused me more anxiety so I had to reject it. My studies before covid-19 was difficult as the ability to use some of the equipment i was provided with would not work as lectures were always noisy. As I had difficulty taking notes in lectures I am also at a disadvantage as I have had to self teach myself a lot of the content as presentations provided by the university lacked a lot of information. Covid-19 has certainly made my anxiety and depression worse and my DSA has done nothing to improve it. If anything it is more stressful because I have nothing to support me during this time.

21	May 05 2020 03:48 PM	Remote training and study skills session for myself are not something I like doing I don't feel comfortable, so I can't really access anything atm, as someone in reciept if dsa doing a remote session is out of the norm and hard to get head round it, also it's impacting as I can't use university resources I don't have access to thing like printer, ink etc needing these atm and the cost of them when I'm not currently out of work I can't afford to fund them and there not on my own requirements, online learning isn't very useful as not getting detail as you would in a lecture
22	May 05 2020 03:44 PM	My mentoring has been cut off due to funding issues. I need this as a way to get through my weeks.
23	May 05 2020 01:42 PM	Due to the nature of my assignments I have used very little of the DSA support provided to me
24	May 05 2020 01:28 PM	I have a laptop with some support this is all the support I have recieved.
25	May 05 2020 01:18 PM	DSA remote support has been effective however, in-person mentoring is much more effective
26	May 05 2020 12:46 PM	The equipment and training has helped with the course until and during lock-down. Many thanks.
27	May 05 2020 08:55 AM	It would be hugely beneficial to have an increased printing allowance as online reading is extremely difficult with dyslexia. Thank you
28	May 04 2020 09:40 PM	To know I will have the same support if i have to defer my studies
29	May 04 2020 03:10 PM	since having to do online meetings i require more hours with my study skills and mentor. However, i have run out of hours due and not stating clearly how to access more hours. the staff and providers of my non- medical help providers have been amazing and they have proved a great services.
30	May 04 2020 01:44 PM	Some prior communication offering added help during this time might have come across as better. I need extra support but I don't know what is available, what I am entitled to, or if there is anything you can offer that will help.
31	May 03 2020 07:41 PM	The DSA support is nice because it gives me a chance to talk to someone other than my family.

It is also giving me someone to talk to about the course and general issues.

Due to the coronavirus situation, there isn't really many opportunities, other than my DSA support, to talk to people outside my household |
| 32 | May 03 2020 04:03 PM | Thank you so much for all of you and your good supporting services |
| 33 | May 02 2020 04:40 PM | I have enjoyed my DSA support throughout this year. It has been very helpful and has helped me achieve the grades I was aiming for. |
| 34 | May 02 2020 09:49 AM | Being at home has raised the stress levels during this coronavirus pandemic, some students live with family which increases the pressure, not being able to go out and take that space closes off the feeling of flexibility.

Visual learners like myself are finding it even harder to keep up, with so many emails being sent by teachers it becomes overwhelming and confusing- especially if the materials are coming all at once as for some |

| | | classes we do not receive the PowerPoints until a later date.

We have recently been able to join conference calls which have been effective than uploading slides but this is too late as this has only started last week as assignments are due.

I have not been able to order my equipment and have been told this won't be until after the virus now, equiptment should still be delivered as some students have until July to submit work so having the softwares would help as a fear of failing is stressing- as I struggle with numbers and graphs I have no support for that at all at this very moment. |
|---|---|---|
| 35 | May 01 2020 09:08 PM | Mentoring sessions have been very helpful for me throughout the academic year as well as during the pandemic crisis. I don't think if I would have been able to keep up with the work load during lockdown without the mentor help. Therefore, the support has helped to minimise the negative impact of COVID-19 on my mental health. Even though there were some days when my mental health was at its worst but mentoring sessions has helped me to get back on the track. |
| 36 | May 01 2020 04:46 PM | I am a part-time doctoral student. I have suspended my studies as I am unable to work full time, cover childcare/schooling and study. Therefore I don't need my DSA support at the moment because I am not studying. I will however need some support to try and pick up my studies again when I am able to do so. I am very concerned that having a break in my studies combined with my disability significantly disadvantages me - I have challenges with memory and was already worried about going into my viva and not being able to recall what I had done in my first year. With this break there is additional elapsed time which is making me very anxious and will mean additional work. ideally I would have analysed the data that I had just collected by now so that I was familiar with it still, but now I have completely forgotten and will need to repeat much of the work I have done in the first half of this year.

I don't think there is anything anyone can do about this problem but I do feel life is unfair in this aspect. I think for every month of break I take I will probably need another 2 months of study time when I return to catch up. It is now putting my completion in doubt :-(|
37	May 01 2020 04:38 PM	Studying at home was hard and painfully but for my exam I got the chair needed to help my back support that really helping me, thank you even during this crisis for helping me.
38	May 01 2020 04:23 PM	Even though i have chosen to not receive them currently both my mentor and study skills tutor have reassured me that if i need additional help or more sessions they are happy to provide them
39	May 01 2020 04:13 PM	The study skills sessions are useful as a point of contact however, it is difficult to discuss content over Skype as I work better in person.
40	May 01 2020 03:34 PM	I feel completely let down by DSA throughout this whole academic year but including during this crisis. Given the time a very busy and important member of staff in my department is setting aside to support me, I really

		need effective DSA support. My department are going above and beyond what they said they could offer because the DSA has been shoddily organised and ineffective. And after 6months when I finally did meet with my mentor, she didn't listen to what I said and plowed on with resources I stated clearly I had been through before and tried to enforce methods that I have tried before and actively distress me. My DSA support made me worse. I know several other people at my uni receiving DSA and no one has been satisfied with the provision. Maybe the University of Warwick Wellbeing services are ineffectual and unprofessional. Or maybe it's the whole system who's letting down students who are already struggling to live and just want to study but are being made to jump through extra hoops regular students don't in order to access basic education and support.
41	May 01 2020 03:23 PM	The study skills support sessions have been invaluable to me. During the lockdown I have been able to continue my sessions online, that have been supporting me to continue my coursework and exams preparation.
42	May 01 2020 03:18 PM	the support staff have gone above and beyond to support and encourage my completing my course..
43	May 01 2020 03:08 PM	I've not had any contact from my 1:1 ALS tutor; with three academic assignments due in, some support would have been beneficial
44	May 01 2020 03:04 PM	No additional support has been offered. Anxiety levels are extremely high and when I have asked for support, I have either been ignored or my dsa needs have not been considered. I have found assessed assignments have had a negative impact on me receiving the support I required prior to submission which has resulted in me achieving lower than I should've if support was available.
45	May 01 2020 01:38 PM	DSA supports are helpful and make a great difference. I have only one suggestion. The email/letter that are sent for upgraded or renewal supports should only includes the NEW additional or upgraded support (or equipments). Sending the same letter which includes all the former listed facts with the new additional information makes it time consuming and confusing. Forwarding a new and update separated letter would makes it much easier to forward to the suppliers, rather than go through the process of separating the letters for different suppliers.
46	May 01 2020 01:22 PM	Having any kind of support from a person of familiarity is critical in a time of unknowns and uncertainty - DSA support is arguably as important as any essential service for students that require it.
47	May 01 2020 12:58 PM	I finished all my assignments early so see no need for a mentor anymore as I am now entering a full time job
48	May 01 2020 12:20 PM	DSA should get in touch with students to advise of extra support if there is any available.
49	May 01 2020 10:57 AM	Although I am currently having a bit of a negative experience with my university, I cannot stress enough how amazing, helpful and supportive my dyslexia support tutor has been. I know I would not be coping well if it wasn't for her. She has helped me stay focused and on track with all my work so that I don't feel overwhelmed. This service has been a total lifetime during my studies but I am especially

		thankful for it now. Thank you SO much.
50	May 01 2020 10:04 AM	I managed to complete my masters before the pandemic. I had to however postpone my Russian till next year as I just couldn't cope with the illness, isolation and lack of contact with people be it students or teaching staff I panicked and now feel alone - if it wasn't for the DSA I would be totally lost they are ALWAYS there to help me
51	May 01 2020 10:00 AM	If your main support tutor stayed with you instead of swapping I think it would be more beneficial
52	May 01 2020 09:50 AM	My mentor has been vital to my mental health through this unprecedented time, without this help and support i couldn't possibly go on!
53	May 01 2020 09:19 AM	DSA support has been very important to me at this time and the team have gone above and beyond to assist me.
54	Apr 30 2020 09:30 PM	The support of the DSA has been of immense assistance in the last term. Thank you.
55	Apr 30 2020 08:44 PM	I received a phone call telling me my study support tutor would be in touch by phone and I never received a phone call from them to arrange sessions.
56	Apr 30 2020 08:22 PM	This support is essential for people who are entitled to it, especially at a time like this, without the support I would not have made it through the 3 years of my University degree.
57	Apr 30 2020 07:25 PM	I have yet to receive any of my DSA entitlement because the budget amount was queries by the supplier. Since the COVID - 19 Lockdown I have not been able to receive any of the supporting software i was assessed for.
58	Apr 30 2020 06:41 PM	I have found that my DSA support has stopped because of the current situation
59	Apr 30 2020 06:39 PM	The transition into lockdown proved to be an incredibly stressful situation for me, and amidst this was a sudden, unannounced change in mentor. This initially concerned me, however it proved to be for the better as the mentor providing me with support now has been much better in helping me manage my mental issues, and helped me to return to my more productive self much faster than I would have usually been able to after being under severe stress. She has also been incredibly supportive and helpful in keeping me afloat and in a better mind state than I would have been ordinarily, and I'm sure has prevented much more severe slips in my mental health.
60	Apr 30 2020 04:53 PM	I have continued to receive really good support through zoom from my tutor and I am happy with how everything has been handled - Thank you
61	Apr 30 2020 04:24 PM	Are we able to get more support as I'm struggling to get resources therefore can't write my assignments nor revise for exams
62	Apr 30 2020 04:23 PM	Just want to explain why I said neither agree or disagree. My specialist tuition is excellent and has helped me more than I could have hoped for. My mentoring just isn't working remotely as there is nowhere private for me to share my worries as my parents can hear everything.
63	Apr 30 2020 12:52 PM	Can I please highlight the fact that without my mentor I would be totally lost, since he keeps me in check. I am very grateful for him :)
64	Apr 30 2020 12:34 PM	Do I apply for DSA support every year? If so, how can I go about getting it, as I need it. I cannot remember the process of applying for it, I am autistic

		and struggle to follow instructions and also, my short term memory is terrible, hence not being able to remember what to do. For next academic year, I would like my DSA sorted out as quickly as possible, as I spent many months spending more time doing that, than my uni work in year 19/20. I found it a massive stress, as people were not giving me clear instructions and it impacted my work and mental health. I was grateful for the help once I received it, it has been a great help, but this academic year, when I am doing my studies, I would prefer to just concentrate on those and not other things, hence why I would like it sorted asap. Thank you.
65	Apr 30 2020 12:06 PM	I think remote support is incredibly beneficial all year round, and not just during the current circumstances. I feel I would have engaged better with my support and would have had better grades as a result if remote support was more readily available. Some days I would spend more time travelling to uni for my session than I would spend in the session and by the time I had returned home I would not be the mindset to do the work discussed during the session. It would also make attending sessions when ill or on placement so much easier.
66	Apr 30 2020 11:57 AM	I think our wellbeing should be taken into consideration much more than financial gain. The support is not enough.
67	Apr 30 2020 11:48 AM	My support has been helpful and everyone is trying there best. I don't have any issues with support at the moment it's just more difficult due to the circumstances.
68	Apr 30 2020 11:35 AM	I feel the DSA has been useful in supporting my learning during this time but I feel being away from uni has made it harder as I feel there's less support and advice available for writing assignment and having questions answered
69	Apr 30 2020 10:59 AM	Eye operation cancelled due to coronavirus outbreak which is impacting my studies as the increased use of computer screens and need to read is painful. DSA training support is helpful but it still requires the use of a computer screen as do the software's that I receive.
70	Apr 30 2020 10:51 AM	I feel I am at a huge disadvantage as I am supposed to get help (an hour a week) support from student support but I do not benefit at all from online help. The funding I have been granted has been a waste. I can not work well online on online calls and chats I find it impossible and can not afford childcare (I have 5 year old twins at home) my studies has been effected as I can not get the help I need. Emailing back and forth isn't helping me to learn how to reference for example. I have been paying my sister myself to help me when she has the chance as she works full time. The situation is very difficult because of the virus and I have no childcare at the moment so I can't get time either. My anxiety is also the worst it has been.
71	Apr 30 2020 10:44 AM	The DSA team have been very efficient and supportive through this tough time period, which has been very helpful. However, due to Covid-19 personal problems have hindered my full potential of my studies and my well-being has been affected.
72	Apr 30 2020 10:44 AM	I feel i need more meetings with my mentor, and some help to organise my time, i have got spare hours of support so have been using those up. I have been furloughed, so i am on less of an income than before, which was only just enough before, so i have added pressure of financial worries too

		For people who recieve DSA support who are doing a degree someone should think about remote learning as the person who is doing the support is going it on a one to one anyway.

If students and the workers who are providing the support met up, this would not be classified as mass gathering.

It is difficult for some people who require study support assistance online due to their conditions such as Dyslexia or mental health as using Assisted technology can be stressful for the student. I wish and hope that something could happen to enable students and support workers to be able to meet up so this current situation on lockdown would be easier.

I dont mind our lectures being online but with the study support I feel that differs because with the support they give it enables people like me and other students keep in track of their degree. Some students need step by step process on how to do things. Hope this information helps. |
73	Apr 30 2020 10:33 AM	
74	Apr 30 2020 10:31 AM	I am highly impressed with the level of support I have received
75	Apr 30 2020 09:33 AM	I have found it very useful continuing my support through this crisis. It has been a difficult time and I have required support to help with managing anxiety as well as staying on top of my coursework
76	Apr 29 2020 08:11 PM	I was informed my mentor (before the corvid stuff) was on break until well after my exams. I would really benefit from having someone to talk to during these times about my anxieties and university work who know about my problems and situation.
77	Apr 29 2020 04:08 PM	I usually prefer face to face support.

The amount allocated to me for ink is insufficient and this is now very obvious as I am now solely relying on home printing. This is restricting me massively and I usually prefer to read paper copies. |
| 78 | Apr 29 2020 02:23 PM | Prior to Covid-19 I had minimal support from DSA, even though I requested it and was entitled to it. I didn't have a particularly positive view of DSA and the apparant support that I was receiving/suppose to be receiving. Now, during Covid-19 I have had no support from DSA at all and I'm deeply concerned and disappointed with this. I feel as if I have been left to deal with all the changes and difficulties that haven arisen from Covid-19 alone and isolated, on top of the minimal/non-existant support I was receiving prior. Thanks. (I will leave my student number here if you wish to follow up on this - 4507656). |
| 79 | Apr 29 2020 02:19 PM | I will like to appreciate the initiative, As at the beginning of this year finishing this course looks so unreal because of my personal predicament, but my mentor believed in me , gently powering my emotions and being their all the way . I felt mostly she went over and beyond to provide and even fight for every support possible on my behalf , most time's people like her are not seen but such person should be rewarded. In my opinion she is the best thing that happens during this 3years of study - I wouldn't have been able to do it without her . Additionally, I want to recommend that the IT supports to |

		DSA should be reviewed so that at least once or twice DSA students can have a re-orientation to some of the installed software.... as I felt I can do more by learning more even though my assimilation is poor it can be helped with re learning them again . Lastly, Thank you very much for the opportunity given to share . I hope it will be used indeed to improve the service.
80	Apr 29 2020 01:58 PM	even though the sessions are remote they are still very useful and it is easy to review work as we read it together and I get feedback but it is a shame that our final meeting will be done online and not in person
81	Apr 29 2020 01:13 PM	I am in the middle of writing my final year dissertation and really struggling with support. I am more a visual, engaging, hands on learner and Skyping someone who explains how to do it is really channeling for me. And only being able to meet with my ALS advisor once a week is very difficult too.
82	Apr 29 2020 12:59 PM	In this particular time it is not DSA that would help me unless they were to fight as a union to enable me to complete assignments in my own time. I cannot concentrate properly at home. And I am more likely to watch TV instead of doing work. But DSA support cannot help this.
83	Apr 29 2020 11:04 AM	Though I haven't been too badly affected by the COVID 19 crisis, I feel that my support remains as necessary as ever
84	Apr 29 2020 10:17 AM	My mentor and Study Skills helper have constanly been in touch and have contiuned to provide support for me which is greatly apprcieated and has helped to relive some stress and anxiety surrounding my studies so I would like to tahank them for that contiual support
85	Apr 29 2020 10:11 AM	Mentor has helped me to work through some decisions so has been useful but being able to do any call at home and speak honestly is difficult
86	Apr 29 2020 09:38 AM	It would be great if I could speak to a mentor via video as if we were meeting on campus. Would help if I could talk to someone that would understand where I am coming from as being home during this lockdown is mentally draining.
87	Apr 29 2020 08:14 AM	Tutor being great but it takes longer to achive progress so concerned I won't have enought support time. But overall everyone has worked very hard to make things as good as possible and I really appreciate that. Thank you very much
88	Apr 29 2020 06:57 AM	I've found my one to one tutor asking me to fill out time sheets for hours of support I haven't received. I haven't found her helpfull during this time at all . She seems to be wanting to clock hours she hasn't done she said that she has to say she has filled the time sheets in to make sure. I get DSA next year. Which is ridiculous I had hours owing to me as my support was late she made me sign for hours she hasn't supported me for I'm not impressed by the lack of support that she is providing I'm not sure what the role is.
89	Apr 28 2020 11:59 PM	Although my university is doing its best during this time, the lack of teaching and resources in place have made it near impossible to continue studying. The only regular contact for support/teaching has been with my academic mentor which has been invaluable. If it wasn't for this support many students

		with additional needs would be left to complete their work load simply by looking at PowerPoint slides provided by lecturers, which is not sufficient. For me personally, my study skills tutor has picked up the work load that should/could still be carried out by lecturers and other direct staff of the university.
90	Apr 28 2020 09:58 PM	Having g a skill study tutor is making me understand the question. I think they are important for me .without study skills tutor it will hand for me to study.
91	Apr 28 2020 09:28 PM	My mentor's support is important for my mental health and wellbeing.
92	Apr 28 2020 08:53 PM	I think not being able to be face to face with my support tutor will effect my grades of my over all course
93	Apr 28 2020 07:21 PM	The support has been vital for me to continue with my studies. I have found the changes to course and everyday life has had an negative effected on my mental health with in turn has had a negative impact on my learning needs making studying even more of a challenge than it normally is.
94	Apr 28 2020 06:56 PM	Trouble sifting through emails and information relating to adjusted teaching arrangements and the manner in which assessments and exams will take place. So many emails, with what seems like conflicting information. Mentoring support unable to help due to differences between schools and facilities. Really challenging working from home. Without external accountability my existing problems with self-directed studies, organisation and planning are exacerbated
95	Apr 28 2020 06:39 PM	Without my Mentoring I would of given up on this academic year due to Covid-19 and never gone back to university.
96	Apr 28 2020 06:33 PM	I spend my week counting down the days until my appointment with my study/support adviser, to discuss anxieties, personal issues, the covid situation and study plans. I feel these support sessions are absolutely essential to my productivity and mental wellbeing and feel extremely grateful to be receiving this support during these difficult times.
97	Apr 28 2020 06:00 PM	i have only had the chance to have 3 sessions with my support tutor as dsa despite me applying in april 2019 took so long to get sorted and then because i was put with an outside provider that was not the university it was very difficult to find a tutor that could meet with my time table and was flexible when i was on my nursing placements there fore it took me from October to march to get any response and to get a tutor that would be flexible, i went through 6 tutors but non where able to meet when i was free or were not flexible for when i was on placement so i only got a few sessions with the final person on the list as they could be flexible and willing to have different slots each week so i found it very difficult at uni this year and now with covid 19 i am really struggling with my work and having it checked
98	Apr 28 2020 05:56 PM	Since lockdown I would absolutely have given up hope of passing this semester and dropped out if it weren't for the support of my college student support officer and my external support mentor.

99	Apr 28 2020 05:51 PM	The support I recieve through DSA, not just remotely is actually the best teaching I recieve on my higher education course. DSA have been more supportive and accommodating than my education establishment. When requesting further hours for support the request was handled quickly and with no further discussions needed. If more support were offered during crisis I feel it would be beneficial.
100	Apr 28 2020 05:30 PM	I have found my course work and one to one mentoring to be incredibly helpful in managing my physical but also mental health. I really miss the support and purpose, but appreciate these are hard times and people require distance to stay safe.
101	Apr 28 2020 05:19 PM	The mentoring and study skills is how I'm able to keep on track at the minute, I can't stress just how important they are. Thank you for providing these services!
102	Apr 28 2020 04:58 PM	I am getting supporting however, find it easier showing what I need support with. Whereas now I send it and have to find where and talk about it. I struggle with this whereas together can look at it together easier
103	Apr 28 2020 04:41 PM	My study support is so important to me at this time and because of the virus i have been having a lot of trouble with my work, especially asking questions that i could've asked in workshops and seminars. I am coming up to the end of my hours and this has caused a lot of anxiety and causing more stress
104	Apr 28 2020 04:39 PM	My 1-2-1 has been amazing, always making herself available when required and so supportive.
105	Apr 28 2020 04:38 PM	I understand the unprecedented times that we are all in and how it has negatively affected my 1 on 1 support. Online support is not that effective and therefore suggest if we could be supported more on how to access the online materials .
106	Apr 28 2020 04:35 PM	Sue has been amazing during this time and even though the source of support is different (Skype), it is still having a positive impact on me and my assignments.
107	Apr 28 2020 04:28 PM	DSA mentor support has been great throughout this time
108	Apr 28 2020 04:26 PM	I am eligible for DSA but have been told I cannot get this die to the current pandemic. I am now in my final year and it was only last month I got a SSP put in place which should have been put in place 3 years ago. While I disclosed my disabilities upon beginning university, no support was offered even when I tried to seek this. It was not until I was a victim of sexual harassment that the university SVLO informed me about getting an SSP. Before this, the university completely let me down and made everything worse when I tried to seek support for my disability. I would really appreciate some advise about how to complain about this. Thank you.
109	Apr 28 2020 04:21 PM	Have not been in contact with my DSA mentors or university mentors as I've had to move home where I have no privacy to discuss mental health or other problems
110	Apr 28 2020 04:17 PM	My support worker has been amazing. On line interaction has been priceless! Something I hope to continue when this is done.
111	Apr 28 2020 04:08 PM	Perhaps more mentor hours should be allocated because mental health can be an issue when you are constantly at home.

112	Apr 28 2020 03:42 PM	My 1:1 is a great level of support. But I was meant to finish my final placement on 19.06.2020, now this date will change and be unknown due to my placement being suspended due to Covid-19. This impacts my future career options and employability as well as my family financially. We do not meet criteria for any benefits so will be struggling should this delay go past the end of May, mid June.
113	Apr 28 2020 03:10 PM	My mentor has been incredibly helpful in attempting to support me through the difficulties that this situation has placed upon me and I could not be more grateful for her and her dedication, however it is unavoidable that the lack of access to resources from my university itself, with poor implementation of online lessons and resource access, and completely being cut off from physical resources such as the library has irreparably damaged my ability to complete the course and work effectively, and if anything would be laughable if it wasn't so damaging. I feel betrayed by my university's response or lack thereof, though I can't say I'm surprised, as the support afforded to students during the best circumstances is often poor. The value of the additional support provided by my mentor cannot be overstated, in these trying times or any other.
114	Apr 28 2020 02:46 PM	I feel that the meetings i book with my study skills lady are enough for me, as it gives me something to work towards every week or 2 weeks. I am very grateful that i can work on teams with my study skills lady as it is like having a meeting with her in person. I am very grateful for the deadline extension as that puts my mind at ease. which is good for my mental health.
115	Apr 28 2020 02:31 PM	I am a final year nursing student. I have chosen to opt in as I would have to suspend my studies otherwise so placement/working full time is having a big impact on me accessing my study skills tutor.
116	Apr 28 2020 01:53 PM	I need support to carry out and complete my studies, although I find online support very difficult due to concentration, focusing etc it is better than no support so I am grateful for it.
117	Apr 28 2020 01:45 PM	I would appreciate having support from May to start of second year.
118	Apr 28 2020 12:59 PM	Thank you to DSA who provided me with a printer since I cannot access the one at home - I know I have access to a tutor if required but I think that since lessons are cancelled and I find it hard to read a big mass of information on my own (nothing sticks) it would be good if we could have a professional in the subject to tutor us by going through the missed lessons and revision sessions
119	Apr 28 2020 12:19 PM	I prefer 1 to 1 and the availability for seeing my support provider is much lower because there is a large amount of other people who need to see her more frequently. I used to be able to see her once a fortnight at worst, but now if I'm not fast enough when a new week becomes available to book, then I either have to wait three weeks or hope that she can squeeze me in.
120	Apr 28 2020 11:31 AM	Having more hours with my study skills coordiantor is necessary during this time as I require further support on my studies.
121	Apr 28 2020 11:25 AM	This time is impacting everyone's mental health, it is particularly difficult trying to juggle studies and supporting my mental health condition, having

		the phone call appointment weekly with my mentor keeps me on track and motivated. I think it's crucial for this support to be still be happening now and in the future as students really do benefit from it, I wouldn't have been at this point of successfully finishing my degree if it wasn't for my supportive mentor, I'm eternally grateful to them.
122	Apr 28 2020 09:55 AM	Thank you to all the people at the help zone and for the DSA support this has been a defiant benefit .
123	Apr 28 2020 09:50 AM	My support has stopped since this outbreak. I haven't heard from my mentor since March 19th and even longer for study skills support.
124	Apr 28 2020 09:49 AM	The DSA refused to give me more funding during this crisis and i am stuggling with the changed stucture of my exam, with a lack of support in how to prepare for them and support in completing my diseratation
125	Apr 28 2020 09:35 AM	I was slightly annoyed as I actually asked for online study skills but was told it was unavailable so have not been able to access it for months, until COVID, which meant everything was going online and now I am able to have it? This seems to defy the point of DSA, which is to give the person the reasonable adjustments they need, and a simple act of moving my study skills online was not able to be fulfill for no rational purpose. I am very disheartened about this, and feel, quite frankly, worthless because if now its a norm it can be provided, then why was I told it wasn't possible for me despite it needing to be my norm? Really really disappointed.
126	Apr 28 2020 09:13 AM	While I am a disabled student - having Multiple Sclerosis and dyslexia - I am unsure when or what support I have received from DSA during my doctoral studies. Must have been when I originally registered as a student.
127	Apr 28 2020 09:09 AM	I really enjoy the phone call and webcam set up of my DSA services. I would really like them both to continue as sometimes it is easier for me with my uni schedule and 2 part-time jobs to receive a phone call instead of travelling into uni for 1 meeting. It would be more beneficial for myself so I hope this is something you consider as an option after COVID - 19.
128	Apr 28 2020 06:00 AM	If it wasn't for my DSA equipment. I would not able to finish my final year. So thank you for the help
129	Apr 27 2020 10:57 PM	Overall the year, the support mentor I have had has helped me talk to through but obviously because of the Covid-19 it isn't as regular. And I am suffering as a result.
130	Apr 27 2020 07:20 PM	There would need to be a stronger online DSA presence
131	Apr 27 2020 06:24 PM	I'm a single parent with children at home which is making time to study difficult.

I can't access any of the one on one support I could at uni now I'm at home.

And I'm not able to access books in the best format to support me and can't effort to buy all the materials and books.

The isolation is also having a massive impact on my mental health and I feel extremely low which is impacting on everything. |

132	Apr 27 2020 05:34 PM	If I never had DSA support at this time I would have failed my studies
133	Apr 27 2020 05:04 PM	I was told I was not allowed any extra support hours without being able to explain why. I found this disgusting as I am really struggling and just asking caused me a lot of anxiety. Do Not assume a student doesn't need hours because of the university's facilities. I will be pushing this issue, but I hate to think of another very in need student being mistreated especially during these times.
134	Apr 27 2020 04:51 PM	I have really struggled with my mental health issues. It has been difficult not having the structure of university (e.g. attending lectures/seminars) and the library. In addition, my home situation is not ideal and studying has been challenging. Being and staying motivated has felt impossible at times. However, I am grateful for the help I have received and I know it has been a difficult time for everyone.
135	Apr 27 2020 04:48 PM	I thank you for always going above and beyond for students!
136	Apr 27 2020 04:37 PM	My exams were cancelled so the situation is detrimental to my academics in the sense that, I am not being assessed but really it's fine and it was for the best. Having my mentor (for mental health support) might have been beneficial but it's not urgent.
137	Apr 27 2020 04:24 PM	I for some reason do not get funding this year. I struggle accessing information on a screen. Reading onscreen is difficult and a barrier to learning. I usually borrow from a library or print. Without dsa funding I cannot print reading at home which is impacting my progress.
138	Apr 27 2020 04:22 PM	Despite the circumstances of Covid-19. The support I'm being provided by my DSA support worker is still effective on Skype. I'm still able to ask questions and get satisfying answers. I'm still able to show my work to my support worker through Skype. My support worker can still type up notes on her tablet to keep up to date with my work. So even though we're apart physically, I'm satisfied with the support I'm still having. It's like any normal session, except it's digital.
139	Apr 27 2020 04:15 PM	Hi. Many thanks for this opportunity. The Covid-19 has highlighted the importance of DSA support mentoring support as the mode of study and work shifts to online digital space only. Reduced physical interaction and need for tacit knowledge and more hands on learning opportunities, peer support learning opportunities and the 'Zoom Effect' of digital group sessions can have a huge impact on personal energy levels. I have also found the volume of emails to process has become unsustainable and as a result depend more on Mentor and study skills support, using up more allocated hours during these times to maintain structure . It is most likely that I and advisor will request additional hours support next term time with the change in mode of study and peer interactions. Thanks for your on going DSA support.
140	Apr 27 2020 03:45 PM	It's hard to get the support to do my work and it effecting my university work
141	Apr 27 2020 03:43 PM	I am very grateful for the online sessions with my mentor. Maintaining the same structure and an opportunity to discuss my work whilst working mostly

		alone is incredibly helpful, as it gives me time to reflect on my learning and helps boost my self-confidence.
142	Apr 27 2020 03:33 PM	I am grateful for the and I have received however, because I am on my final year, I would like five more hours in order to complete my final assignment as I'm missing out on actual teacher thank in advance.
143	Apr 27 2020 03:26 PM	IT WOULD BE USEFUL TO HOLD THE MENTORING SESSION USING MICROSOFT TEAM, SKYPE OR ZOOM AS TELEPHONE CALLS ARE UNFORTUNATELY NOT HELPFUL AT ALL TO FOR THIS KIND OF SUPPORT
144	Apr 27 2020 03:06 PM	Change in working situation has meant a pause in studies for the last 2 months so I haven't had the need for my study sessions but I have found them very useful when I have used them and will pick them up as working commitments allow me to get back to my studies.
145	Apr 27 2020 02:43 PM	I'm currently not needing my mentor support because the university communicated the possibility to don't need to finish the last assignment related to level 4, as long as the lecturers agreed.
146	Apr 27 2020 02:42 PM	thank you for all your help and may god help you, help others that come after me
147	Apr 27 2020 02:22 PM	Have not heard off my tutor
148	Apr 27 2020 02:20 PM	I have left 9.5 hours of Study Skills and they will not be enough for me to help me to complete my remaining assignments as I have to do a research proposal, 2 other module assignments and dissertation. I am falling behind because my mother had a corona virus and I had to take care of her.
149	Apr 27 2020 01:20 PM	Thanks for. My support. It has been very helpful.
150	Apr 27 2020 01:20 PM	Online support is not good and not effective for me and I prefer one to one support.
151	Apr 27 2020 01:05 PM	All my uni modules have been cancelled. They are only delivered once a year, so COVID19 has delayed my whole Masters degree 1 year.

My assistive technology session was cancelled before COVID19, and the rearranged session was cancelled because of COVID19.

I have therefore undertook 8 modules from 12 without assistive technology(as DSA "forgot" to process my application for DSA last year).

Fortunately as the modules are cancelled i dont require study support. But it has added a lot of stress knowing the whole degree is delayed, and i have software on a laptop i cannot use. |
152	Apr 27 2020 12:58 PM	I find online studies and mentoring difficult with my learning difficulties, it's harder to process information compared to if the support was in person. I know it is not possible to be supported in person at the moment but maybe there could be a larger variety of ways to get support with learning.
153	Apr 27 2020 12:55 PM	Additional support isn't really that useful as I need the formal teaching to go alongside it.
154	Apr 27 2020 12:47 PM	I have not chosen to work from home, I do not have the facilities or resources needed.

		I'm also a mum and finding space and time difficult, I do not generally mix mother responsibility with student life.
		My one to one support has directed me as required, and I have things in place for the time being. However, no one knows how long this situation may continue.
		Thanks for the contact and attention.
155	Apr 27 2020 12:40 PM	the support sessions that I had received from Suzanne before lockdown were incredibly helpful and I still use the techniques she taught me. She has made contact since but to be honest I am doing ok at the moment. It is nit easy but I am taking things one day at a time.
156	Apr 27 2020 12:36 PM	My skills support mentor deb has been amazing and her support has not changed during the time, so I am very grateful!
157	Apr 27 2020 12:36 PM	I am currently recovering from COVID 19. university have been supportive. Needles to say that after missing over four weeks study, I am cinsiderbly behind. This together with my dyslexia - without DSA support, continuing this year would be impossible.
158	Apr 27 2020 12:30 PM	I was awarded a limited number of hours with my mentor. As a PhD student I need the use of my mentor all year round and work through the summer semester. This is not taken into account with the number of hours I have been given and am ultimately running out and have not been able to use my mentor down to the number of hours remaining, which would be a great help right now. Due to my financial circumstances I have not been able to pay for the assistive technology which is available to me, £250 is a lot of money, this equipment would have been very useful. Under the circumstances of Covid-19 the equipment would have been invaluable and needed more than ever.
159	Apr 27 2020 12:30 PM	Email loads have increased more due to the virus and being dyslexic doesn't help struggling to keep up with all the emails and I do feel lost with my work as my mentor would help make a break down plan in person so we both have an understanding
160	Apr 27 2020 12:25 PM	It should be easier to get additional/change in support during covid such as funding for books because I can't get to the library or more study skills.
161	Apr 27 2020 12:25 PM	I'm pleased with my level of support, and I'm really glad that I am able to video chat my skills tutor as I have two assignments to complete and his help is great.
162	Apr 27 2020 12:23 PM	I'm in a position where I am a student who lives at home while at university. This means that throughout this crisis I have always had support at home and thus I haven't been affected by being able to access dsa support
163	Apr 27 2020 12:22 PM	My mentor has been especially flexible and supportive during this time as she has throughout the whole year.
164	Apr 27 2020 12:21 PM	My support worker Sharon has been a great help during these times. Very thankful to have her help and support more than ever
165	Apr 27 2020 12:20 PM	:)

166	Apr 27 2020 12:19 PM	I would like to emphasise that my experiences are personal, I am lucky in that I am not severely impacted by the lockdown situation, but this does not represent all DSA-eligible students. Thank you
167	Apr 27 2020 12:19 PM	All online. Mock exam at end. Assignment has been looked through with tutor. Did not like 'online' version of tutorial. Woukd like to carry some hours over into 2nd year as did not get to use them currently.
168	Apr 27 2020 12:17 PM	This support is good but sometimes the support workers did not give fully support.
169	Apr 27 2020 12:17 PM	My one to one tutor has been amazing. Working via email and online
170	Apr 27 2020 12:07 PM	I'm dyslexic and because of the virus I'm struggling with some of the task in my assessments. Without being in uni and only getting an hour of support a week. Struggling to stay on task and get my head around it.
171	Apr 27 2020 12:03 PM	Not had much support or contact off my mentor in order to complete my studies
172	Apr 27 2020 12:02 PM	I have found it difficult to have DSA support as I do not really like phone calls or video calls, so have avoided arranging a meeting with my mentor
173	Apr 27 2020 12:01 PM	COVID-19 is having a negative impact on my studies, but this impact is greatly lessened by the support that my study skills tutor from the DSA gives me. COVID-19 would affect me a lot more if I did not have their support.
174	Apr 27 2020 11:57 AM	I think more hours should be granted or something in this pandemic ... we have had no sympathy or respect , no extenuating circumstances etc protocol ... yet other organisations make exceptional rulings in such times to support there students.
175	Apr 27 2020 11:55 AM	The email I received when covid started made it sound like support had stopped then I was asked why I wasn't using it. I was confused and thought I was expected to struggle through remaining assignments. Extra study hours allowence would help to make up for lost time if this is okay
176	Apr 27 2020 11:55 AM	I have been given a mentor to help with my well being but due to the virus it is taking even longer for me to access my mentor
177	Apr 27 2020 11:54 AM	Will there be any chance of extra hours of support if we run out
178	Apr 27 2020 11:49 AM	the support has helped me contiue with my studies because it was hard to keep foccussed.
179	Apr 27 2020 11:43 AM	Zero support off the univeristy or my support network provided by DSA
180	Apr 27 2020 11:43 AM	Also trying to get extra Study skills hours is hard, I really need them, I've sent several emails and still not got extra hours
181	Apr 27 2020 11:41 AM	A mentor and study support is important at this time because working at home is particularly difficult.
182	Apr 27 2020 11:40 AM	My DSA mentor is the reason I haven't dropped out of uni. She has been the light at the end of the tunnel. I've struggled emotionally, socially and academically and she has helped immensely to pull me through. I am really benefitting from her help and kindly ask that I may continue to see her

183	Apr 27 2020 11:32 AM	The support I have received virtually has been more useful than any I have received throughout the rest of the academic year. The ease of getting in contact and having meetings when necessary rather than having to book them in advance had been really useful. My tutor is very accommodative and I am really enjoying and finding my help useful at this time.
184	Apr 27 2020 11:32 AM	My mentor, Kate, has been a lifeline for me during this situation. She's helped me stay on top and sane. She's brilliant!
185	Apr 27 2020 11:28 AM	Mental health has become a massive challenge for me and 1 hour a week with my provider is just not enough
186	Apr 27 2020 11:27 AM	Whilst I require more support, I also find my mentor seems to be struggling with the situation so has been unreliable in sticking to scheduled times (no point in calls past 8pm for a chronic fatigue sufferer) - maybe they need a little support too!
187	Apr 27 2020 11:25 AM	I am unable to access the library- i can only access e-books online therefore i am unable to utilise the library's resources (books) a lot of books are not e-books. This is therefore meaning that my assignments are lacking a variety of literature which is unfair!

I am unable to meet with my lecturers as well. Remote learning is not an effective way for me to learn as i rely on body language to convey meaning as well. The process of watching a video of the lecturer talking with half of the screen as a chat function is overwhelming. when i am trying to focus and process what the lecturer is saying i can not as messages are popping up.

I prefer my study skills to take place face-to-face instead of online!

I am fine with my mentoring to take place online as personal and emotional topics are brought up. |
188	Apr 27 2020 11:22 AM	I would appreciate extending my support from May to August since my exam has been moved.
189	Apr 27 2020 11:19 AM	it has totaly blown my mind especialy with having autism , hate talking on the phone because i need things to be shown and explained to as i am a visual learner, my support worker is awesome , but i would rather meet up if possible , with the 2 meter distance thing as i am struggling big time as its the last year of my B A Hons degree and my computer is crap i cannot share any of my stuff with my support worker this is really stressing me out. so if you can sought out if i could meet up with my support worker soon as
190	Apr 27 2020 10:43 AM	As a PhD candidate, I am impacted very differently to undergraduate students (for whom the survey seems to be designed). There are complex methodological issues with my work which are significantly impacted by the pandemic which my current DSA support does not address.
191	Apr 26 2020 07:24 PM	The support i have received on the technology training has been outstanding!

192	Apr 25 2020 01:18 PM	Without dsa support I wouldn't be able to progress with my studies.so I say a big thank you to the support I recieve from dsa.
193	Apr 25 2020 12:57 PM	i am taking a break from my study's up to 3 months, As can not get my mind on study's to stressful with all that is going on. Also do not like my support having to be done remote. Not good for people with learning problems. can not get all notes down on paper so loss there i am at. Need it in person.
194	Apr 25 2020 12:50 PM	Mentoring is helping me but I need more study skills
195	Apr 25 2020 09:10 AM	In question number 7, I chose Agree because for me it is always more helpful face-to-face support. Nevertheless,

the remote mentoring sessions have been highly important during this time. |
196	Apr 25 2020 09:04 AM	Due to my course deadlines being extended, I will run out of hours of mentoring support well before I submit my work, and managing a deadline is something my mentor helps enormously with.
197	Apr 24 2020 09:45 PM	I would really appreciate 3 weeks extension to deadlines instead of 1 as i am getting extreme mental blocks and struggling to get anything done with my essays even if i spend all day (taking organised breaks to give my self more of a chance) working on the assignments and its exasperating how little i am getting done, And im spending all my days doing this... I cant book tutor sessions with my tutors for the modules because they are always booked up so i am not getting the guidence i need from the course .... Veronica who does extra help on Zoom is helping me keep focus and keep trying so thank you for giving me that. I would appreciate more of an extension though .
198	Apr 24 2020 07:55 PM	I have not been able to have support equipment set up.
199	Apr 24 2020 07:24 PM	I have received continuous support throughout this situation, even through the Easter period, which I am very grateful for.
200	Apr 24 2020 06:45 PM	I really value having a mentor, especially at this time.
201	Apr 24 2020 06:22 PM	I very much appreciate the encouragement given by my mentor.
202	Apr 24 2020 06:18 PM	I would prefer to see my mentor in person and would find this better but it is really good having my mentor to see me through these difficult times. I should imagine things will get more diffcult as time goes on and I will be isolated for longer than most as I am being shielded.
203	Apr 24 2020 05:44 PM	I am using my study support more, and my mentoring the same. My study support HERO has been awesome! she is helping me with my wellbeing as well as my studies. I really like getting to talk with my support people, its so nice to see people that are not my kids. They have really helped me with my focus and planning. It has been very hard as i have no study space so am working from my bed. I have 4 teenagers (2 with autism and significant learning difficulty), so talking to my support is time for me, some it to to talk about how i am, letting off steam, and really feeling ok again and ready to work. Some of the technical issues (with word), i would normally sort with my mentor, but learn as can see what i was doing wring, instead im emiling my document... its great but i feel a bit bad i am making the same mistakes as i cant see what im doing wrong..but they dont mind. They have really helped

		me emotionally and academically through this time. I am on a masters programme, so only one year..i have almost finished my last bit if wirk (my diss), and know i wouldn't have been able to do it at the level i am if it wasnt for their emotional as well as academic support. I am very grateful to them for being so awsome throught my studies that i knew i could trust them to help me at this time. They are awesome!!!
204	Apr 24 2020 04:02 PM	Thanks very much
205	Apr 24 2020 03:49 PM	I was recommended a break in studies by the tutor who intimidated me. Some mentor support would be helpful as I still am unable to take this forward, in order to return to study. I wonder if this is possible.
206	Apr 24 2020 02:50 PM	Support has been amazing so far and very much needed as I was struggling to adjust !
207	Apr 24 2020 01:43 PM	Thank you very much for your support!
208	Apr 24 2020 01:28 PM	The learning support I forgot I had access too, it is difficult to focus on my studies, as it takes a while to adjust for me
209	Apr 24 2020 12:56 PM	I have thoroughly appreciated the ongoing support of my mentor through these difficult times. I feel without her I would be in a very bad position right now. Unfortunately, my mental health is still strongly damaged with long periods of no motivation and very down days. Lack of communication from the University directly to courses and individuals has made it feel like I am very much alone with no support and am constantly struggling to keep mentally positive or even normal. It would be nice to hear understanding from lecturers but I understand it is a very difficult and stressful time for everyone.
210	Apr 24 2020 12:08 PM	I have not been provided any support from DSA whatsoever during this time, despite several attempts to arrange such.
211	Apr 24 2020 11:00 AM	I relie heavily on listening and taking in information from lectures to clarify my understanding and talking through concepts, MS Teams teaching requests us to turn of mics and use chat which creates a barrier, a three hour lecture is now one hour with sign posting to further reading which takes a long time to understand, when time is now heavily impacted by childcare responsibilities. Access to sources is gradually building with Uni gaining access to new online libraries however within that time two assignments have been due and I feel the level of work is negatively impacted by reduced access to resources and time required to find resources on line and juggling this with home schooling. Uni is providing support services remotely however the time involved in this is much longer than it would be with normal services and then has consequences with time management of moving through tasks to meet even extended deadlines of an extra 10 working days. The DSA Study skills support has been extremely valuable and important during this time and without it I feel I would have to quit my degree despite three years of hard work and all the aspirations I have for myself. Even with DSA support that is something I have contemplated. I cannot highlight strongly enough how important DSA Study skills support is and I feel more is needed during this time yet is extremely hard to navigate adequate levels of support with the other responsibilities students have. I am concerned about how this

		unprecedented situation will impact students in receipt of DSA with no personal support around them.
212	Apr 24 2020 10:39 AM	We have 48 hours to complete our exams the same as every other student, but I am now scared that I will never get proper exam experience with my new DSA help before second year when exams count a lot more.
213	Apr 24 2020 10:34 AM	if it wasn't for my study skills tutor and my counselling sessions, teamed with mindfulness, i would left the university or deferred to next year. i am not good with new technology, and this is not being accounted for in modules. if i was in university i would have accessed to the library and they could have shown me what was needed, or i could have asked a friend in uni to show me. i am really disappointed, i am spending thousands of pounds to be in uni and not getting the resources i am paying for.
214	Apr 24 2020 10:13 AM	I am awaiting being assigned a mentor
215	Apr 24 2020 09:52 AM	My 1-1 has been an enormous support , by just being prompt and efficient with his communication and help
216	Apr 24 2020 09:37 AM	I just want to say thank you for not abandoning us during this time my study skills sessions are a lifeline right now.
217	Apr 24 2020 09:16 AM	I am in regular contact with my mentor by telephone. I am also following lessons and lectures online to an acceptable extent. I find researching at home, in my own time in the peace and quiet is actually advantageous but do miss having access to the physical libraries at college. I am lucky because I have a nice home, garden and quiet places to study.
218	Apr 24 2020 09:09 AM	I hope that policies will be implemented in which more hours will be added to our support programs allowing me to complete my course
219	Apr 24 2020 09:00 AM	Slightly different for me as was on year abroad so already accessing DSA support online
220	Apr 24 2020 08:57 AM	My mental health mentor has been a lifeline. I am really struggling since Covid19 & i value having someone to connect & communicate with during these isolating times. My academic work is still suffering, but that is of secondary importance to me right now, so my mentor & i work on managing my mental health, so that i just might get out of this time in one piece!
221	Apr 24 2020 08:55 AM	Has been so useful to continue with online support on a weekly basis, routine is key for me, and being able to continue this helps me to no end. allowing me to keep on track, feel supported when I get overwhelmed, and help in arranging all the changes to my exams, presentations and hand ins, helping me plan around the changes, and stay on track with both modules.
222	Apr 24 2020 08:48 AM	Any student receiving DSA should have additional points added to their final yr grade to take into account the negative impact this is disproportionately having on DSA students.
223	Apr 24 2020 04:00 AM	Even just having the routine of weekly contact at a specific time with someone is helpful for helping organise me somewhat. I know I probably need additional help at the moment to help deal with the huge change to my schedule but I don't know what else can really be done to help. We've all been affected by the ongoing crisis.

	Response Date	Responses
224	Apr 23 2020 04:29 PM	The DSA support is allowing the continuation of my online studies during COVID-19.
225	Apr 23 2020 04:05 PM	Hi, I have not had any dsa support since recieving my technology.
226	Apr 23 2020 03:59 PM	Biggest impact is loss of routine, changes to Exam and impacts, loss of motivation etc. Things I'm discussing with my mentor are now slightly different to expected
227	Apr 23 2020 03:39 PM	I have not been able to access DSA support during my whole time at University.
228	Apr 23 2020 01:59 PM	I feel like I am still getting my support with my work and it is just that I have to get use to the online video calling sites like zoom more but thanks for your concern and I will be fine and will raise any concerns in the future .
229	Apr 23 2020 12:32 PM	My support is really helping me through this difficult time though extra sessions would be extremely beneficial
230	Apr 23 2020 11:09 AM	PhD - no access to laboratory for research and live alone, which is hard, but potentially better than moving to parents'. Mentor support especially important both when able to go to uni, but also now to keep in contact.
231	Apr 23 2020 09:36 AM	My Mentor funding though my DSA has been AMAZING!!!

Question 9 – Comments on Uni Studies/Support

	Response Date	Responses
1	May 07 2020 09:16 AM	It has been extremely difficult for me to keep up with the seminars via the DLE and (please excuse my language) - I feel as though I am getting a bollocking every time I miss something. It feels as though nobody understands my difficulties with memory etc. I haven't had a leader yet that has accepted my request to record seminars and it's WILD - I would not need all of this equipment if I didn't have a memory problem due to Depression, Anxiety AND BPD/EUPD. I feel as though I am not being heard
2	May 07 2020 09:07 AM	The increased online nature in order to continue study has increased the severity of some of my health conditions and has negatively impacted on my general health.
3	May 07 2020 08:55 AM	I've paid for a service and not received it, not only that I've only just been made aware of my dyslexia and multiple mental illness support and help has been minimal and at risk due to everything
4	May 06 2020 06:36 PM	I have dyslexia and I'm really finding it hard to sit and listen to online material. I find it really difficult to retain any information and as a result I feel my grades will plumit.
5	May 06 2020 03:52 PM	As a single parent with a support plan I feel left to fend for myself. Distance learning is difficult. I dont feel that the contingency plans on universities is enough (2 weeks). Intercollation doesn't seem plausible. So struggling on alone to get a mediocre degree is disheartening.
6	May 06 2020 03:51 PM	My universities answer to online learning is posting a power point and asking us to post responses on a discussion board. Yes we are expected to learn how to do voice over powerpoints or do assignments as normal. As a

		dyslexic student I struggle to make sense of a power point and then am over whelmed when faced with ready 30+ responses on a discussions board then having to write my own. They should be doing video lectures and voice overs instead of adding to the amount of reading already required of their students. I don't know how DSA support could address this but I just wanted to voice my struggle as I think it's unfair some unis are doing a lot and others are doing the bare minimum.
7	May 06 2020 02:59 PM	Not having a quiet working space has really impacted me. I don't have as many facilities as I do at uni such as faster internet, library books, 24 hour library, more printing and quiet rooms
8	May 06 2020 01:11 PM	As an autistic student, the sudden change to my routine and what is now expected of me has been extremely difficult to cope with. I experience regular anxiety meltdowns due to the high levels of stress due to my first year not going the way I had mentally prepared for it to go. This has not been helped by the vague assignment briefs and the lack of in person support, which I rely on heavily in order to complete written work. I've found it hard to fulfil the expectations of my course while also having to cope with so many massive changes all at once. Without the support of my family, I would find it completely impossible to get anything done. Because of the nature of my course (drama) mentors and support workers are often at a total loss when it comes to supporting me in my studies.
9	May 06 2020 12:47 PM	DSA one-to-one is more vital for my learning and Corvid-19 has impacted my education and wellbeing. I am anxious all times and I think of how I will be able to continue with my online learning which is difficulty for me to absord any recommention and organise myself.
10	May 06 2020 12:34 PM	I was hoping to get one to one academic support to be able to over come my limitations and learning difficulties. I have an academic support tutor like other students but I can only speak to him for 15 minutes after booking a tutorial session which might not be available when I need it most.
11	May 06 2020 11:39 AM	I have not herd anything personally from the university, DSA or even my academic tutors. Not even once.
12	May 06 2020 10:31 AM	i struggle understanding what my lecturers want my most recent grade has mad me lose all confidence in my ability to write essays as i am always marked down for this, i pull 50+ weeks on all my subjects while working before covid-19, now being in lock down it is even harder as i have no way to work through things and asking lecturers for help takes too long , they want us to be able to do it alone but how can we if every lecturer wants something different
13	May 06 2020 10:27 AM	The online teaching didn't work not able to have discussions and only 45 minutes rather than 2 hours feel short changed
14	May 06 2020 09:31 AM	The remote technology is good but not as effective as seeing my tutors and having the ability to use the services at university
15	May 05 2020 10:27 PM	The online teaching has made things a lot more difficult for me - it is more difficult for me to learn and the minimal amount of communication has further negatively affected my health
16	May 05 2020 06:49 PM	If I was in university I'd be able to get help within 20 minute by going to my lecturers office and asking the question. Now i have to wait days at a time to get a reply which sometimes isn't helpful at all or even make any sense to

		me. For instance I had real trouble knowing what context to read a scenario question for my assessment and so I asked my lecturer if I was reading it correctly as it was essential I got it right to answer the question correctly. The lecture replied but didn't tell me if I was right or not which stressed me out even more. The covid-19 is negatively impacting my mental health and it's made so much worse by not getting the support I need
17	May 05 2020 05:28 PM	My oral exam got changed into an essay. I was guaranteed to do better in the oral as writing is not my strong point and something I struggle with so I feel that it is unfair now that we are being marked on our writing skills.

My first module of my final year has been moved forward from september to now start on the 1st june whilst my placements have been cancelled until september.

Due to everyone being on the library site remotely it keeps freezing and crashing, making researching for essays extremely difficult.

Half of the research on the site is not relevant to what I've searched or isnt available through university meaning we are expected to pay for it.

Our tutor is concentrating all her time on the 3rd years currently who have had to opt in so I am feeling completely unsupported and left in the dark with half of what is happening with my course.

My mentor has informed me she is now off until september so can not offer me support during the summer months.

My study skills tutor hasnt got back to me when I have emailed her regarding these changes to my course. |
| 18 | May 05 2020 03:54 PM | Question 8 I do not feel covers all areas that can impact a student at university during these times. An other option is required. I am a carer for my mother which has always had an impact on my studies which I have had very little support for . It is one of the key things as to why I am a dsa student as it increases my anxiety levels. I was supposed to have a mentor but because I am a carer I did not have the time to have a mentor which was inconvenient. I was also supposed to have an app to help me with my depression and |

		anxiety, however the app actually caused me more anxiety so I had to reject it. My studies before covid-19 was difficult as the ability to use some of the equipment i was provided with would not work as lectures were always noisy. As I had difficulty taking notes in lectures I am also at a disadvantage as I have had to self teach myself a lot of the content as presentations provided by the university lacked a lot of information. Covid-19 has certainly made my anxiety and depression worse and my DSA has done nothing to improve it. If anything it is more stressful because I have nothing to support me during this time.
19	May 05 2020 03:48 PM	Remote training and study skills session for myself are not something I like doing I don't feel comfortable, so I can't really access anything atm, as someone in reciept if dsa doing a remote session is out of the norm and hard to get head round it, also it's impacting as I can't use university resources I don't have access to thing like printer, ink etc needing these atm and the cost of them when I'm not currently out of work I can't afford to fund them and there not on my own requirements, online learning isn't very useful as not getting detail as you would in a lecture
20	May 05 2020 11:52 AM	I can not learn from home nor can I use the online resources properly and it has interference and also with 2 young children I can not concentrate
21	May 04 2020 09:35 AM	My desktop computer at home is constantly having issues that I don't know how to deal with. They then take a long time to fix - debilitating my ability to complete course work. I also can't afford constant heating which makes it difficult to maintain a constant working temperature. I am also struggling with the isolation, however I have recently been to the doctors and they have prescribed some drugs.

I have always had issues with accessing the accessibility programmes originally advised for me, this didn't affect me when I could access the 'AccessAbility' centre at the university but now is. |
| 22 | May 03 2020 12:01 PM | Prior to Covid, my mentor was off work (for planned surgery) and I was meant to be allocated a new mentor. This did not happen for 7 weeks. I contacted the university wellbeing services who were meant to allocate my new mentor multiple times a week via email and phone calls. They would completely ignore me. I am entitled to 2 hours study skills and 2 hours mental health mentoring per week. I had none for 7 weeks.

Then Covid happened and they finally allocated me a new mentor. He would call me for 15 minutes a week. I was booked in for an hour, and am entitled to 4 hours per week. In the 15 minute phone call he would simply ask am I doing my work. Then he would say thats all my questions, shall we have a phone call the same time next week?

This is at Warwick University. The support I have had is so bad. I was at a previously university before and the support was much better. I am also |

		worried that the university are claiming the funding from DSA for my whole 4 hours per week, even though I didnt see anyone for 7 weeks and now only speak to someone for 15 minutes per week.
23	May 02 2020 09:02 PM	The pandemic and sudden change really impacted the access to services due to limited contact .
24	May 02 2020 06:23 PM	It's very difficult adjusting to these times with study due to the lack of support and guidance from university due not being able to have face to face teaching to clarify information.
25	May 02 2020 09:49 AM	Being at home has raised the stress levels during this coronavirus pandemic, some students live with family which increases the pressure, not being able to go out and take that space closes off the feeling of flexibility.

Visual learners like myself are finding it even harder to keep up, with so many emails being sent by teachers it becomes overwhelming and confusing- especially if the materials are coming all at once as for some classes we do not receive the PowerPoints until a later date.

We have recently been able to join conference calls which have been effective than uploading slides but this is too late as this has only started last week as assignments are due.

I have not been able to order my equipment and have been told this won't be until after the virus now, equiptment should still be delivered as some students have until July to submit work so having the softwares would help as a fear of failing is stressing- as I struggle with numbers and graphs I have no support for that at all at this very moment. |
26	May 01 2020 09:02 PM	It has also negatively affected my mental health, I have anxiety as a person and this has exacerbated it severely making it nearly impossible to do daily tasks that were once simple, let alone actual coursework. The thought that my work will be graded as it normally would also gives me an immense amount of anxiety because I know I can do better, I know it.
27	May 01 2020 08:46 PM	Access to PhD extensions and funding
28	May 01 2020 08:34 PM	Unfortunately due to most things being online, it means that a lot of assignments have to be online, and with stuff happening elsewhere it has resulted in increased stress. also it is difficult to communicate some importance of problems such as the feeling of being scared and high anxiety levels for a presentation even online etc. hopefully, it will go smoothly but stress and anxiety levels are going to be high going in and out of the session, which may negatively impact any remaining work ongoing or after the event.
29	May 01 2020 07:14 PM	COVID-19 and lockdown have affected every aspect of my university work, home life and mental and physical health. It has caused many many problems and barriers for me and many others. Here are only some of the impacts affecting me: Crippling anxiety caused by COVID-19 and lockdown has paralysed me and made my mental disabilities and learning difficulties far worse. Lack of structure, support, services and facilities, plus anxiety, OCD and mental upset triggering my difficulties with autism causing havoc

| | | and making it very difficult for me to function as I normally would. Family illness causing imaginable upset. Major family problems and changes due to lockdown. Already difficult ADHD and processing disorder have been made far worse. Additionally, due to lockdown restrictions, I cannot access any of my degree work which is stuck in my university room on campus, meaning I cannot access any of the work from the last 2 years of my university course (which I need to complete my coursework and upcoming exams - which all count towards my final degree and are also are required to pass into 3rd year). I cannot now access these critical materials and all the work I had previously done (which I need for my coursework, exams, final degree mark and place next year) I now cannot submit all this work and so I have to redo everything from scratch without any of my materials or resources and in a very short time limit with the added pressure and difficulty of upcoming exams as well. I clearly will not be able to do any of this to the best of my ability due to COVID-19 and lockdown and much of it I will not be able to do at all). I cannot now achieve the grade I would have been capable of and cannot complete other work at all (including all my exams). COVID-19 and lockdown could even mean I might not be able to get enough credits to pass into my 3rd year, which would be detrimental to my degree and my life as I could not likely afford the cost of money, time and mental health it would take to redo my 2nd year at university. University policy (such as the safety net) benefits students who do NOT have ongoing mitigating circumstances, but does not actually help students with ongoing mitigating circumstances, mental health problems or learning difficulties (such as me and many others) which may have prevented them from handing in work earlier this year. This is an unprecedented situation and should not be (but is) preventing disabled students from getting their marks and is hindering their ability to progress into the next year of study. There is so much more I could write about, but even writing this is very difficult for me. COVID-19 and isolation has affected my home life, my work life, my mental health, physical health, my family, monetary issues, access to structure, services and facilities, my access to my university work and materials from the last 2 years, my degree mark, potentially my place in 3rd year (and, by extension, potentially my degree itself) plus other factors. This has been disastrous for me and many others. Please help us. Please help students like me move forward into our 3rd year of university study regardless of what misrepresentative credit totals or numbers on a page say about our ability, as these numbers are not representative of our true ability and due to unique, unforeseen and unavoidable circumstances are outside of our control. We are trying our best in these difficult times. We appreciate all that you do. Thank you and very best wishes. |
| 30 | May 01 2020 04:46 PM | I am a part-time doctoral student. I have suspended my studies as I am unable to work full time, cover childcare/schooling and study. Therefore I don't need my DSA support at the moment because I am not studying. I will however need some support to try and pick up my studies again when I am able to do so. I am very concerned that having a break in my studies combined with my disability significantly disadvantages me - I have challenges with memory and was already worried about going into my viva |

| | | and not being able to recall what I had done in my first year. With this break there is additional elapsed time which is making me very anxious and will mean additional work. ideally I would have analysed the data that I had just collected by now so that I was familiar with it still, but now I have completely forgotten and will need to repeat much of the work I have done in the first half of this year.

I don't think there is anything anyone can do about this problem but I do feel life is unfair in this aspect. I think for every month of break I take I will probably need another 2 months of study time when I return to catch up. It is now putting my completion in doubt :-(|
|---|---|---|
| 31 | May 01 2020 03:55 PM | My assiegnment are back to back I would like more time to complete thwm |
| 32 | May 01 2020 03:34 PM | I feel completely let down by DSA throughout this whole academic year but including during this crisis. Given the time a very busy and important member of staff in my department is setting aside to support me, I really need effective DSA support. My department are going above and beyond what they said they could offer because the DSA has been shoddily organised and ineffective. And after 6months when I finally did meet with my mentor, she didn't listen to what I said and plowed on with resources I stated clearly I had been through before and tried to enforce methods that I have tried before and actively distress me. My DSA support made me worse.

I know several other people at my uni receiving DSA and no one has been satisfied with the provision. Maybe the University of Warwick Wellbeing services are ineffectual and unprofessional. Or maybe it's the whole system who's letting down students who are already struggling to live and just want to study but are being made to jump through extra hoops regular students don't in order to access basic education and support. |
33	May 01 2020 03:04 PM	No additional support has been offered. Anxiety levels are extremely high and when I have asked for support, I have either been ignored or my dsa needs have not been considered. I have found assessed assignments have had a negative impact on me receiving the support I required prior to submission which has resulted in me achieving lower than I should've if support was available.
34	May 01 2020 03:00 PM	I need uni to recognise that my coursework is shit because I'm not in a suitable work environment and my anxiety is horrific
35	May 01 2020 02:59 PM	The generic mitigation process used by Universities does not account for disabled students, and without changes we will fall through the gaps.
36	May 01 2020 10:58 AM	Covid situation is having a hugely negative impact on my studies, despite uni doing brilliantly by going online inside a week. However, video delivery seems to inhibit the class, so no debate, no discussion of materials afterwards; at MA level this a big loss.

Lack of library access due to Covid is a huge problem. I had to defer ALL module hand-ins due to two deaths, and a medical emergency Im still |

		recovering from. On top of the challenge of SpLD, this has of course compromised my studies and I now wonder how I'm supposed to complete the research required to achieve the grades I'm aiming for without use of the library during the period leading up to deferred hand-in; I'm only just starting to study again during recovery, and despite help from fantastic librarians, I'm finding most of the books I require are not available electronically. The materials I can access online - e.g. magazine and newspaper articles - are not considered worthy as academic texts, and we are strongly discouraged from referencing them in research and essays. The Covid situation is definitely affecting my ability to study, and now I'm also afraid it will also adversely affect my grades.
37	May 01 2020 10:57 AM	Although I am currently having a bit of a negative experience with my university, I cannot stress enough how amazing, helpful and supportive my dyslexia support tutor has been. I know I would not be coping well if it wasn't for her. She has helped me stay focused and on track with all my work so that I don't feel overwhelmed. This service has been a total lifetime during my studies but I am especially thankful for it now. Thank you SO much.
38	May 01 2020 09:55 AM	On question 8, negative home environment is negatively impacting my studies too. I also wish to say that the support of my university has been amazing during this time!
39	May 01 2020 09:55 AM	I have chosen due to my being a frontline retail manager, to suspend my studies and resit the entire year as of October 2020, due to being unable to gain access to resources, the last year being the first year the university has run the Aviation management master's program, has seen many issues that need to be ironed out. I have organized to access resources from other institutions that have more resources linked to this via the sconul scheme.
40	May 01 2020 09:22 AM	I'm more worried for next year as I'm just doing my exams now. When I start back doing my essays I think I will need more support
41	May 01 2020 09:03 AM	I believe an extension to extra time ought to be seriously considered and offered to students, and that contact should be made with students as a means of checking up on them and providing contact details for services which are still running.
42	May 01 2020 06:47 AM	Also finding it harder to communicate over the internet in explaining what I want to do.. in assignments. With information. What is needed (relevant) ..
43	Apr 30 2020 10:05 PM	the biggest way the virus has affected me is in my studies. my lectures were compressed into a short period of time causing me to fall behind. i am now

		extremely worried about my final assessments. it is hard to get any help, online help just duos not work the same and my internet connection is not very strong.
44	Apr 30 2020 09:28 PM	An outreach programme to all students to offer any other help would be truly appriciated. Because of the online system, i was unsure who to turn to to see if my first essay was written correctly, and because i didnt have a direct question, didnt know how to approach the subject in an email. Now ive got the result back from the essay, i wish i could know who to turn to to help me.
45	Apr 30 2020 04:27 PM	I have been really struggling with the changes that are a consequence of Covid-19. I have ADHD and I am really struggling the my levels of concentration whilst being locked in doors and I'm specifically struggling with he lack of disability support for the changes in up and coming exams such as extra time.
46	Apr 30 2020 12:27 PM	Being not able to use the library and talking to tutors face to face means I am struggling with work
47	Apr 30 2020 12:26 PM	I'm finding it extremely difficult to write my essays and am not meatiness Any of my deadlines, due to the ergonomic equipment not been able to arrive. Due to not having a seat to sit on your lap tray and I'm able to do my assignments or even sit in my classes online for more than 10 minutes at a time
48	Apr 30 2020 12:04 PM	We have started a collaboration class for every module. Some times one can't log in or say something on the microphone. It is frastating & very stressful.
49	Apr 30 2020 11:35 AM	I feel the DSA has been useful in supporting my learning during this time but I feel being away from uni has made it harder as I feel there's less support and advice available for writing assignment and having questions answered
50	Apr 30 2020 11:00 AM	I'm doing ok, but I have some concerns that my grade will be determined by my TMA scores. Psychology is fine because my tutor gets my results back to me on time, but this has not been the case for my philosophy module. It means that I've had to rush getting in my TMA. Because I take at least 2 weeks to complete a TMA as I can't sit upright for long. My tutor/his replacement has been getting grades back to me too late for me to take the 2 weeks I need before having to send in my next TMA. This has meant that I've not been given the time I need to submit my best work and I'm concerned that this will now have an impact on my final grade now the exam has been cancelled. Can this be taken into account when calculating my final result? Thanks
51	Apr 30 2020 02:28 AM	I don't know how to use "teams" or "zoom" and I am extremely anxious about my exams. I have been ill and unable to study and we have had no teaching for so long!
52	Apr 29 2020 03:52 PM	This has had a large impact on my studies as I have two children and now homeschool as well. I had planned on getting the laptop issues to me this semester but have not been able to as have had to keep emergency funds. All additional funds set up by my university I have not been able to access nor get advise about what help I could get as I do not work. I prefer to work in a classroom and have had to adjust to basically what suits some tutor, as

		some have to be very understanding and empathic to the situation and have tried to support as much as they can others have not. My support unit at University (regarding my support summary) have n't been very supportive, with homeschooling finding time to make enquiries is limited and when I seek help from them it is pretty much as if they dont know and I am sent in another direction. I had hoped going to University would be a joyful experience but the lack of support from staff who are assumed to be there to aid those in need (DSA students) has been shocking and very upsetting.
53	Apr 29 2020 02:43 PM	lack of coherent information from staff and departments regarding new assessment modes and general updates
54	Apr 29 2020 01:35 PM	there's also a lot of uncertainty as to how extra time is going to work apparently? i've emailed my lecturers but it seems everyone is unsure
55	Apr 29 2020 11:14 AM	the impact of library closures has put a huge impact on my dissertation, due to reading a computer screen being so difficult with my dyslexia
56	Apr 29 2020 05:09 AM	I am struggling financially as I am unable to work as I am considered as high risk of catching the COVID 19 .I am trying my best to stay on top of my course work but sometimes struggle to understand the online materials
57	Apr 28 2020 11:59 PM	Although my university is doing its best during this time, the lack of teaching and resources in place have made it near impossible to continue studying. The only regular contact for support/teaching has been with my academic mentor which has been invaluable. If it wasn't for this support many students with additional needs would be left to complete their work load simply by looking at PowerPoint slides provided by lecturers, which is not sufficient. For me personally, my study skills tutor has picked up the work load that should/could still be carried out by lecturers and other direct staff of the university.
58	Apr 28 2020 10:08 PM	On behalf of all students with and without learning difficulties and as a student myself, i personally believe that the university should allow all students to just pass the year and move to year 2 (due to covid-19). I say this because at home, we are already under a lot of stress. Many of us have to look after younger siblings whilst parents are working due to them being key workers. Our mindset is not there, meaning we struggle to focus on our studies and revision for exams. I have felt that my progression has gone down due to the fact that i am really struggling to cope with uni assignments and looking after the family. I myself, have health conditions and it affects my performance daily... I really wished the university could just hear the voice of us students. At the end of the day, we are gonna pay for our education. It is a shame because the university have only done 1 week of online teaching and that is it. This now means, we struggle for when it comes to exams, etc. The lack of support we get from lecturers is shameful. We are struggling with programming coursework and the lecturers are not offering any support to student who may struggle.
59	Apr 28 2020 08:30 PM	My assessments are being significantly effected as I need to physically be in front of a tutor/lecturer to point to what I am having difficulty with, it's not effective emailing work over and discussing which part is needing clarified when I already have difficulty trying to explain clearly what I'm stuck on in the first place.

		It's not practical and I know I am going to fail my assessments.
60	Apr 28 2020 07:39 PM	Anxiety is an aspect of ADHD. My ability to focus has been impaired. I have negotiated an extension but without access to the library for renewal if textbooks or advice, I feel very isolated. My PhD supervisors are remote and based away from the area.
61	Apr 28 2020 06:56 PM	Trouble sifting through emails and information relating to adjusted teaching arrangements and the manner in which assessments and exams will take place. So many emails, with what seems like conflicting information. Mentoring support unable to help due to differences between schools and facilities. Really challenging working from home. Without external accountability my existing problems with self-directed studies, organisation and planning are exacerbated
62	Apr 28 2020 05:56 PM	Since lockdown I would absolutely have given up hope of passing this semester and dropped out if it weren't for the support of my college student support officer and my external support mentor.
63	Apr 28 2020 04:53 PM	Not being able to talk to the lecturers after sessions, just to clarify things had made it difficult to understand assessments. It has always been difficult for me to express my questions or concerns over an email to a lecturer so now that I cannot express them verbally, it has negatively impacted on my studies and has increased the pressure.
64	Apr 28 2020 04:49 PM	My university has cancelled all of my exams for next term and I was never supposed to have lectures.
65	Apr 28 2020 04:28 PM	There has been limitations on extensions available for the dissertation of up to 1 week rather than the normal 2 weeks. This has added extra stress in planning to try and complete the work alongside other work that I already have an extension for.
66	Apr 28 2020 04:26 PM	I am eligible for DSA but have been told I cannot get this die to the current pandemic. I am now in my final year and it was only last month I got a SSP put in place which should have been put in place 3 years ago. While I disclosed my disabilities upon beginning university, no support was offered even when I tried to seek this. It was not until I was a victim of sexual harassment that the university SVLO informed me about getting an SSP. Before this, the university completely let me down and made everything worse when I tried to seek support for my disability. I would really appreciate some advise about how to complain about this. Thank you.
67	Apr 28 2020 04:11 PM	Struggling to self learn with No motivation and reduced teaching/if any!
68	Apr 28 2020 04:11 PM	Huge changes in a short period of time has meant I have had to change my dissertation drastically and the extension is not enough to be able to this to a suitable level that would get me the grade I think I can get
69	Apr 28 2020 03:17 PM	The main thing that's a problem for me is not being able to come into campus - studying at home is very hard for me.

70	Apr 28 2020 03:10 PM	My mentor has been incredibly helpful in attempting to support me through the difficulties that this situation has placed upon me and I could not be more grateful for her and her dedication, however it is unavoidable that the lack of access to resources from my university itself, with poor implementation of online lessons and resource access, and completely being cut off from physical resources such as the library has irreparably damaged my ability to complete the course and work effectively, and if anything would be laughable if it wasn't so damaging. I feel betrayed by my university's response or lack thereof, though I can't say I'm surprised, as the support afforded to students during the best circumstances is often poor. The value of the additional support provided by my mentor cannot be overstated, in these trying times or any other.
71	Apr 28 2020 02:46 PM	I feel that the meetings i book with my study skills lady are enough for me, as it gives me something to work towards every week or 2 weeks. I am very grateful that i can work on teams with my study skills lady as it is like having a meeting with her in person. I am very grateful for the deadline extension as that puts my mind at ease. which is good for my mental health.
72	Apr 28 2020 09:55 AM	Thank you to all the people at the help zone and for the DSA support this has been a defiant benefit .
73	Apr 28 2020 09:08 AM	I feel lost and abandoned at this time. I am accepting that I won't get the grades I deserve from all my hard work previously. I just want uni to be over because this is a nightmare.
74	Apr 28 2020 08:54 AM	The situation developed very fast just before the Easter break. Although I am aware that support is normally faulted over vacation periods it would have been good to see a reduced service as opposed to no service at all as this was arguably the most challenging period. Cheers
75	Apr 28 2020 06:20 AM	I have been granted a extension on my dissertation which is fantastic and the process was fitting for the situation. My main issue and concern is library services are limited, with a reduced access to academic journals, at this time it is an additional stress while trying to do my final assignments.
76	Apr 28 2020 12:48 AM	Responding to emails from course tutors would be lovely to keep students anxiety levels down.
77	Apr 27 2020 06:33 PM	the situation is causing me added stress, anxiety, and facilitates my poor coping mechanisms because of the lack of structure that i depended on to get what little motivation i could to handle the workload/reading(leading to a lack of focus and concentration). my home life is not ideal when studying, there are no libraries available so there is a limited time in which i can do my work in silence when i can focus and this study time tends to decrease without me consciously noticing when my mental health is particularly poor/or worse than usual. i am taking all my willpower to try and be productive in order to not fail this year with exams and essays due next week whilst being paranoid every time

		my (key worker) parents go to work and about my elderly relatives living in italy. i know that my university has a no-detriment policy but if i still reap bad results despite it, im sure my mental health would not be get any better. sorry if this felt like a rant but whilst uni work is a source of distraction from the situation, it also adds to my stress and anxiety, which is not helpful when the uni is expecting "answers produced in common invigilated examination conditions" to quote an email from my module convener that i received today.
78	Apr 27 2020 06:27 PM	As a student registered with mental health issues I would like to mention how difficult self-study and motivation have been for me without a daily routine. I find studying from home almost impossible as I am unable to compartmentalise in a space designed for my relaxation; using the library and campus is essential for my concentration. I am struggling to use online resources as my technology at home is not suitable. I understand that these are difficult times for everyone, but I think the university has assumed that all students at home are on an equal playing field, when in fact I think this is far from the truth for most students- especially those with mental health conditions.
79	Apr 27 2020 06:24 PM	I'm a single parent with children at home which is making time to study difficult. I can't access any of the one on one support I could at uni now I'm at home. And I'm not able to access books in the best format to support me and can't effort to buy all the materials and books. The isolation is also having a massive impact on my mental health and I feel extremely low which is impacting on everything.
80	Apr 27 2020 04:31 PM	I am finding it really difficult to write my assignments at home with kids and no access to teachers too is making everything really hard.
81	Apr 27 2020 04:15 PM	Hi. Many thanks for this opportunity. The Covid-19 has highlighted the importance of DSA support mentoring support as the mode of study and work shifts to online digital space only. Reduced physical interaction and need for tacit knowledge and more hands on learning opportunities, peer support learning opportunities and the 'Zoom Effect' of digital group sessions can have a huge impact on personal energy levels. I have also found the volume of emails to process has become unsustainable and as a result depend more on Mentor and study skills support, using up more allocated hours during these times to maintain structure . It is most likely that I and advisor will request additional hours support next term time with the change in mode of study and peer interactions. Thanks for your on going DSA support.
82	Apr 27 2020 03:48 PM	Further significant impacts of COVID:

		Impact of routine change—no anchors and problems organising time and managing multiple demands.
		Problems navigating Deluge of emails communications information relating to course changes, teaching and exam format.
		No knowing who to go to for information and support.
83	Apr 27 2020 02:43 PM	I'm currently not needing my mentor support because the university communicated the possibility to don't need to finish the last assignment related to level 4, as long as the lecturers agreed.
84	Apr 27 2020 02:32 PM	I wish someone could talk to my school at my uni. Due to the on going events my mental health is deteriorating and it feels like my school does not care. If I hear another "these are unprecedented times" I am going to cry. Unprecedented times require an Unprecedented response not just carrying on as normal
85	Apr 27 2020 01:21 PM	Having a lack of a dedicated workspace is difficult. Normally I would utilise university facilities for studying, and use my home as a place to shut off and rest. However, I now have to use my home for studying which is unsuitable for many reasons, mainly because I have no way of shutting off from work and it is causing anxiety.
86	Apr 27 2020 01:05 PM	All my uni modules have been cancelled. They are only delivered once a year, so COVID19 has delayed my whole Masters degree 1 year. My assistive technology session was cancelled before COVID19, and the rearranged session was cancelled because of COVID19. I have therefore undertook 8 modules from 12 without assistive technology(as DSA "forgot" to process my application for DSA last year). Fortunately as the modules are cancelled i dont require study support. But it has added a lot of stress knowing the whole degree is delayed, and i have software on a laptop i cannot use.
87	Apr 27 2020 12:57 PM	the degree is through the Open University which is solely online,. Covid-19 has negatively impacted my health causing fatigue and mental health , affecting my ability to study. not being able to contact student support by phone in order to get support is having a significant impact on my studies.
88	Apr 27 2020 12:55 PM	Additional support isn't really that useful as I need the formal teaching to go alongside it.
89	Apr 27 2020 12:36 PM	I am currently recovering from COVID 19. university have been supportive. Needles to say that after missing over four weeks study, I am cinsiderbly behind. This together with my dyslexia - without DSA support, continuing this year would be impossible.

90	Apr 27 2020 12:30 PM	Please make the DfE aware that students are still being charged the full amount for their studies when the learning is not taking place. My 16 hour a week course has been replaced with a 45 minute Teams call once a week (haven't had one since the start of April). Feedback on my work has been infrequent. I have been furloughed and need to make ends meet. Thank you.
91	Apr 27 2020 12:30 PM	I feel like I'm going to fail my course I get no support for university and also I'm still waiting for my laptop
92	Apr 27 2020 12:19 PM	All online. Mock exam at end. Assignment has been looked through with tutor. Did not like 'online' version of tutorial. Woukd like to carry some hours over into 2nd year as did not get to use them currently.
93	Apr 27 2020 12:11 PM	At the best of times my course is under staffed. Both of my lectures that normally help me are off long term sick since the pandemic. I now have no clinical help that is specific to paramedicine. Luckily other clinical staff are helping out from other courses but I still feel massively unprepared.
94	Apr 27 2020 12:09 PM	I am sad, as i am limited on my hours, cannot access books as i struggle to read e learning and printing paper is hard to access i am out of my depth and sometimes tearful as i feel my university does not understand xx i will keep strong and graduate but i feel i will get a poor grade for my dissertation due to no education link or journals kmt
95	Apr 27 2020 12:07 PM	I'm dyslexic and because of the virus I'm struggling with some of the task in my assessments. Without being in uni and only getting an hour of support a week. Struggling to stay on task and get my head around it.
96	Apr 27 2020 12:06 PM	Has also affected my course placements in the hospitals. And I am concerned even placements do go ahead in September I may be restricted to medical condiiion.
97	Apr 27 2020 11:46 AM	Not really covered in the above but my PhD requires a lot of travel. March-November was to be my travelling and gathering inspiration for the creative section of my work. I had to come home early from the first of these trips (timing!) and the rest of them are either cancelled or uncertain. As a lot of the academic work was to revolve around the creative work I produced over the next 8 months, I'm in deep trouble and uncertain where to go from here.
98	Apr 27 2020 11:43 AM	Zero support off the univeristy or my support network provided by DSA
99	Apr 27 2020 11:35 AM	Due to the lockdown I cannot go onto campus to complete my coursework, and I cannot receive learning support.
100	Apr 27 2020 11:25 AM	I am unable to access the library- i can only access e-books online therefore i am unable to utilise the library's resources (books) a lot of books are not e-books. This is therefore meaning that my assignments are lacking a variety of literature which is unfair! I am unable to meet with my lecturers as well. Remote learning is not an effective way for me to learn as i rely on body language to convey meaning as well. The process of watching a video of the lecturer talking with half of the screen as a chat function is overwhelming. when i am trying to focus and process what the lecturer is saying i can not as messages are popping up.

		I prefer my study skills to take place face-to-face instead of online!
		I am fine with my mentoring to take place online as personal and emotional topics are brought up.
101	Apr 27 2020 11:22 AM	New Exam /assessments formats are a concern
102	Apr 27 2020 10:10 AM	My dissertation is affected the most due to no access to the library
103	Apr 27 2020 09:17 AM	I have found it difficult to catch up on my dissertation (something that was already challenge to my time management) due to two weeks of upheavals as a result of COVID. Unfortunately only a week's extension has been issued
104	Apr 27 2020 07:18 AM	Covid-19 lockdown is having significant financial and academic impact
105	Apr 27 2020 07:10 AM	It is difficult to complete studies without access to the physical books needed for my course. I struggle with online versions.

I don't like talking to Mentor over the phone, I benefit more from face to face contact which is difficult during this time. It is also hard to talk over the phone when your privacy at home is limited. |
106	Apr 24 2020 09:45 PM	I would really appreciate 3 weeks extension to deadlines instead of 1 as i am getting extreme mental blocks and struggling to get anything done with my essays even if i spend all day (taking organised breaks to give my self more of a chance) working on the assignments and its exasperating how little i am getting done, And im spending all my days doing this... I cant book tutor sessions with my tutors for the modules because they are always booked up so i am not getting the guidence i need from the course .... Veronica who does extra help on Zoom is helping me keep focus and keep trying so thank you for giving me that. I would appreciate more of an extension though .
107	Apr 24 2020 09:28 PM	Due to being an isolated adult with aspergers, alone in a city with no family and few friends. My computer broke a few days before lockdown and lack the finance to fix or buy a new one. Add in the lack of resources such as facilities and expensive materials/tools. I'm finding it difficult to progress toward completing a largely practical, bachelor of arts degree in product design. If it wasn't for the amazing staff at my university, I would have lost all hope of keeping up with the rest of my class. The term "I'm struggling" would be an understatement. However, I am persistent and all I can do is do what I can for now.
108	Apr 24 2020 06:36 PM	We have a small house and 3 children under 8. My wife has the only room in the house (our kitchen) that is suitable for a office space. She works 37.5 as a social worker and I have the 3 kids whilst trying to complete my studies it's an absolute nightmare. I'm also a key worker myself at a local supermarket in the evenings. I miss the face to face interactions with my peers and lecturers, my own time and space to study at a library or anywhere I can collect my thoughts. It's an impossible situation and is effecting everyones mental health. Even if the library could open to a limited number of people like the supermarkets that would be amazing

109	Apr 24 2020 03:49 PM	I was recommended a break in studies by the tutor who intimidated me. Some mentor support would be helpful as I still am unable to take this forward, in order to return to study. I wonder if this is possible.
110	Apr 24 2020 01:28 PM	Our time in placement has also been affected which has had a knock on effect on our personal development portfolio assignments.
111	Apr 24 2020 12:56 PM	I have thoroughly appreciated the ongoing support of my mentor through these difficult times. I feel without her I would be in a very bad position right now. Unfortunately, my mental health is still strongly damaged with long periods of no motivation and very down days. Lack of communication from the University directly to courses and individuals has made it feel like I am very much alone with no support and am constantly struggling to keep mentally positive or even normal. It would be nice to hear understanding from lecturers but I understand it is a very difficult and stressful time for everyone.
112	Apr 24 2020 12:16 PM	It's really difficult to understand the lectures when they are live I don't like how it works I can't get use to it I haven't even got my notes for the lectures so basically I have been given assignments to do without notes
113	Apr 24 2020 11:00 AM	I relie heavily on listening and taking in information from lectures to clarify my understanding and talking through concepts, MS Teams teaching requests us to turn of mics and use chat which creates a barrier, a three hour lecture is now one hour with sign posting to further reading which takes a long time to understand, when time is now heavily impacted by childcare responsibilities. Access to sources is gradually building with Uni gaining access to new online libraries however within that time two assignments have been due and I feel the level of work is negatively impacted by reduced access to resources and time required to find resources on line and juggling this with home schooling. Uni is providing support services remotely however the time involved in this is much longer than it would be with normal services and then has consequences with time management of moving through tasks to meet even extended deadlines of an extra 10 working days. The DSA Study skills support has been extremely valuable and important during this time and without it I feel I would have to quit my degree despite three years of hard work and all the aspirations I have for myself. Even with DSA support that is something I have contemplated. I cannot highlight strongly enough how important DSA Study skills support is and I feel more is needed during this time yet is extremely hard to navigate adequate levels of support with the other responsibilities students have. I am concerned about how this unprecedented situation will impact students in receipt of DSA with no personal support around them.
114	Apr 24 2020 10:42 AM	Unfortunately, I feel my university has inadequate assessment resources which is causing more stress and anxiety than is needed in this situation. I feel most of the COVID-19 stress actually comes from my university due to the extent of negative impact this course and university has had on myself as well as my mental and physical health - this has been ongoing since I commenced the course, prior to the pandemic outbreak, reflecting further it is not the virus that is having the most detrimental effect.

115	Apr 24 2020 10:39 AM	We have 48 hours to complete our exams the same as every other student, but I am now scared that I will never get proper exam experience with my new DSA help before second year when exams count a lot more.
116	Apr 24 2020 10:34 AM	if it wasn't for my study skills tutor and my counselling sessions, teamed with mindfulness, i would left the university or deferred to next year. i am not good with new technology, and this is not being accounted for in modules. if i was in university i would have accessed to the library and they could have shown me what was needed, or i could have asked a friend in uni to show me. i am really disappointed, i am spending thousands of pounds to be in uni and not getting the resources i am paying for.
117	Apr 24 2020 09:48 AM	My son is having massive issues at the moment because of the closing of his college IE meltdowns, stress, sleepless nights, constantly worried about assignments needed to be submitted when he has only covered part of the subject in class, because of his autism he finds it impossible to self learn at home and the clock keeps ticking and although he has been given a to week extension, he cant self learn what is needed.
118	Apr 24 2020 09:16 AM	I am in regular contact with my mentor by telephone. I am also following lessons and lectures online to an acceptable extent. I find researching at home, in my own time in the peace and quiet is actually advantageous but do miss having access to the physical libraries at college. I am lucky because I have a nice home, garden and quiet places to study.
119	Apr 24 2020 09:13 AM	I feel we have been left behind,I know its a very difficult time,but tutors aren't making any efforts. Won't be completing my BA now
120	Apr 24 2020 09:10 AM	I do not feel as though support has been given, I have not once been asked how I am dealing with working at home after having uni support for 3 years.
121	Apr 24 2020 08:13 AM	It has been interesting to see how quickly the university has been able to create online teaching methods. Before COVID-19, the English department refused to use the lecture recording software which the rest of the university uses and which has a large impact on disabled students access to lectures when there may be more factors impacting their ability to physically attend as regularly as healthy peers. I hope that this adjustment for the corona crisis can continue to support students who have healthcare needs even when there isn't a pandemic going on. It would be great to see some support from the university, DSA and the Department of Education on this issue when the pandemic is over.
122	Apr 23 2020 03:55 PM	I'm finding the lack of correspondence about disability related matters terrible during this time. I understand this is a busy time but due to my university still pursuing exams and assesments with a poor policy to protect the disabled I feel as if the disabled are the going to suffer the most grade wise during this time. More communication is needed as well as support on a range of levels.
123	Apr 23 2020 02:42 PM	I do not feel like I have received sufficient support form my university through Covid-19. Due to reasons from my university I was unable to access my final sessions prior to lockdown and I was left with writing many coursework piece without my normal support. At the end of term I received an email form my university student support asking me to email if I would like to access help, which I did and the email bounced back four times. We have had no

		reassurance from the university despite the impact on learning and wellbeing can be particularly stressful to individuals with learning difficulties.
124	Apr 23 2020 02:20 PM	Inability to use a library or similar work enviroment has led to a drastic decrease in my ability to concentrate on work.
125	Apr 23 2020 02:19 PM	Concerned that because my university is applying a universal Special Adverse Circumstances policy on all students, those of us who had specific SAC requested for non-Covid reasons will just be treated the same as everyone else, without recognition that we may have already experienced problems earlier in the year.
126	Apr 23 2020 02:17 PM	Due to moving back home, my DSA provided desk and chair which I find extremely useful and necessary are all at my university house, not here. Also I think regardless of disability, the impacts of this situation on students are not being fully considered - we're having to pay for a place we're not living in, as well as contribute to life at home (not everyone gets this for free) and also our employment had been affected too (both summer jobs and internships have been cancelled and god help you if you had a zero hours contract job/are self employed within the year). As well as this, we are expected to keep our academic work coming in as if a pandemic isn't sweeping the globe, not only is this difficult due to physical constraints of lacking libraries, also the mental strain makes it impossible to concentrate. As someone who is in several high risk categories, having an immunodeficiency and being asthmatic, this is a very anxious time, being completely isolated, and that's before you consider the grief that comes with losing loved ones, I personally have lost 4 since the end of term. None of this is being sufficiently accounted for by the university or the government. And guess what? I'm still paying £9250 a year for the privilege, despite receiving no support from the University.
127	Apr 23 2020 02:14 PM	I think disabled students have been disproportionately affected by the Covid-19 outbreak so they should therefore received increased support. Flexibility from universities during this difficult time would also be very much appreciated.
128	Apr 23 2020 01:58 PM	University has been the single biggest regret of my life. I have gave that place £45000 in tuition fees and I'm still waiting to actually be taught something in now 5 years of being there. Education is a scam in this country and I have no desire to pay a penny back. I should be getting compensation for the joke I've had to put up with for 5 years of my life
129	Apr 23 2020 01:32 PM	I don't understand why you have 'childcare responsibilities' as a response option for question 8, but not other caring responsibilities. Similar omissions occur in general information and guidance about changes to ways of studying / working. They also fail to acknowledge the impact of neighbours and environmental issues beyond the home, and the potential additional impact on disabled staff and students e.g. taking an extended period to adjust to the imposed changes and that "adjusting to a new normal" isn't a case of mind over matter or as quick for everyone. The announcement by some postgraduate research funders that they will offer extensions across the board for final year students has not been shown to equitably translate for part time students, who are more likely to be disabled or in other marginalised or less readily understood circumstances.

		Your survey seems somewhat geared towards students on taught courses rather than research.
130	Apr 23 2020 12:51 PM	It's always difficult giving answers on surveys like these because there will always be questions where there are both considerable positives and negatives in regards to that question. In those situations I will answer neither agree nor disagree (In this case, the negative impact on studies; Negative Impact Yes because its harder to access certain materials and I have had to search for other options to complete work. Negative Impact No because I can comfortably work from home meaning that I can work eating lunch into my work schedule at the same time allowing for a bit more freedom in working.).
131	Apr 23 2020 11:09 AM	PhD - no access to laboratory for research and live alone, which is hard, but potentially better than moving to parents'. Mentor support especially important both when able to go to uni, but also now to keep in contact.

Question 9 – Comments on Mental Health

	Response Date	Responses
1	May 07 2020 11:52 AM	im finding that having my dsa support workers invaluable at this time. I have been struggling with my anxiety and motivation they have been keeping me going there support hasn't been just do this and offering help on task but mentoring and supporting listening when I have a freak out. this has been hard and continues to be hard I have needed the support and would love extra im very aware im low on hours left because I have needed extra support just to keep going. I almost dropped out. seeing them online has been a amazing because their support isn't just academic its as a friend and thats been needed!
2	May 07 2020 11:02 AM	My depression is worse, being suicidal daily isn't particularly helping with my want to study
3	May 07 2020 09:16 AM	It has been extremely difficult for me to keep up with the seminars via the DLE and (please excuse my language) - I feel as though I am getting a bollocking every time I miss something. It feels as though nobody understands my difficulties with memory etc. I haven't had a leader yet that has accepted my request to record seminars and it's WILD - I would not need all of this equipment if I didn't have a memory problem due to Depression, Anxiety AND BPD/EUPD. I feel as though I am not being heard
4	May 07 2020 08:55 AM	I've paid for a service and not received it, not only that I've only just been made aware of my dyslexia and multiple mental illness support and help has been minimal and at risk due to everything
5	May 06 2020 07:50 PM	I don't feel like I am receiving proper support during this time. Making the appointments is difficult due to the extremely high demand and I dont find the video calls useful due to their being so many people online at the same time it keeps freezing or losing connection so a lot of time is wasted. The

		most support I have received is from my mental health support when i need academic.
6	May 06 2020 06:53 PM	Because of anxiety I have been unable to video call my mentor, and she did not want to offer support via email or phone calls. So I have been receiving no dsa support throughout the covid situation. I am struggling to organise myself and keep on track.
7	May 06 2020 03:44 PM	I only get assisted technology. The impact of covid19 has added a lot of stress to my life making concentrating very hard as I suffer from depression and anxiety already.
8	May 06 2020 01:12 PM	It is having a negative impact on my mental health, which I'm sure its affecting everyone but as someone who suffers from mental health issues anyway it is starting to take its toll.
9	May 06 2020 01:11 PM	As an autistic student, the sudden change to my routine and what is now expected of me has been extremely difficult to cope with. I experience regular anxiety meltdowns due to the high levels of stress due to my first year not going the way I had mentally prepared for it to go. This has not been helped by the vague assignment briefs and the lack of in person support, which I rely on heavily in order to complete written work. I've found it hard to fulfil the expectations of my course while also having to cope with so many massive changes all at once. Without the support of my family, I would find it completely impossible to get anything done. Because of the nature of my course (drama) mentors and support workers are often at a total loss when it comes to supporting me in my studies.
10	May 06 2020 12:47 PM	DSA one-to-one is more vital for my learning and Corvid-19 has impacted my education and wellbeing. I am anxious all times and I think of how I will be able to continue with my online learning which is difficulty for me to absord any recommention and organise myself.
11	May 06 2020 11:06 AM	I have been struggling a great deal with my anxiety. My 81 year old mother is having a lot of problem with her nighbours and not being able to help is impacting my ability to concentrate and relax. Somebody to talk to would be helpful
12	May 05 2020 06:49 PM	If I was in university I'd be able to get help within 20 minute by going to my lecturers office and asking the question. Now i have to wait days at a time to get a reply which sometimes isn't helpful at all or even make any sense to me. For instance I had real trouble knowing what context to read a scenario question for my assessment and so I asked my lecturer if I was reading it correctly as it was essential I got it right to answer the question correctly. The lecture replied but didn't tell me if I was right or not which stressed me out even more. The covid-19 is negatively impacting my mental health and it's made so much worse by not getting the support I need
13	May 05 2020 04:36 PM	It has triggered my cancer related PTSD because it's almost like the whole world is going through what I had to do throughout chemo
14	May 05 2020 03:54 PM	Question 8 I do not feel covers all areas that can impact a student at university during these times. An other option is required. I am a carer for my mother which has always had an impact on my studies which I have had very little support for . It is one of the key things as to why I am a dsa student as it increases my anxiety levels. I was supposed to have a mentor but

		because I am a carer I did not have the time to have a mentor which was inconvenient. I was also supposed to have an app to help me with my depression and anxiety, however the app actually caused me more anxiety so I had to reject it. My studies before covid-19 was difficult as the ability to use some of the equipment i was provided with would not work as lectures were always noisy. As I had difficulty taking notes in lectures I am also at a disadvantage as I have had to self teach myself a lot of the content as presentations provided by the university lacked a lot of information. Covid-19 has certainly made my anxiety and depression worse and my DSA has done nothing to improve it. If anything it is more stressful because I have nothing to support me during this time.
15	May 03 2020 03:25 PM	Feeling very lonely and more anxious, difficult to get school work done, very anxious about the uncertainty,but also thankful from the remote support I am having from Brunel
16	May 02 2020 07:20 PM	The COVID-19 has made a huge impact on my studies and personal life to the point my anxiety level as risen and my concentration is a real problem, I am always worried about all kind of things, it does not matter how small it is I suddenly have this overwhelmed feeling that will last for days.
17	May 01 2020 09:08 PM	Mentoring sessions have been very helpful for me throughout the academic year as well as during the pandemic crisis. I don't think if I would have been able to keep up with the work load during lockdown without the mentor help. Therefore, the support has helped to minimise the negative impact of COVID-19 on my mental health. Even though there were some days when my mental health was at its worst but mentoring sessions has helped me to get back on the track.
18	May 01 2020 09:02 PM	It has also negatively affected my mental health, I have anxiety as a person and this has exacerbated it severely making it nearly impossible to do daily tasks that were once simple, let alone actual coursework. The thought that my work will be graded as it normally would also gives me an immense amount of anxiety because I know I can do better, I know it.
19	May 01 2020 08:34 PM	Unfortunately due to most things being online, it means that a lot of assignments have to be online, and with stuff happening elsewhere it has resulted in increased stress. also it is difficult to communicate some importance of problems such as the feeling of being scared and high anxiety levels for a presentation even online etc. hopefully, it will go smoothly but stress and anxiety levels are going to be high going in and out of the session, which may negatively impact any remaining work ongoing or after the event.
20	May 01 2020 07:14 PM	COVID-19 and lockdown have affected every aspect of my university work, home life and mental and physical health. It has caused many many problems and barriers for me and many others. Here are only some of the impacts affecting me: Crippling anxiety caused by COVID-19 and lockdown has paralysed me and made my mental disabilities and learning difficulties far worse. Lack of structure, support, services and facilities, plus anxiety, OCD and mental upset triggering my difficulties with autism causing havoc and making it very difficult for me to function as I normally would. Family illness causing imaginable upset. Major family problems and changes due to

lockdown. Already difficult ADHD and processing disorder have been made far worse. Additionally, due to lockdown restrictions, I cannot access any of my degree work which is stuck in my university room on campus, meaning I cannot access any of the work from the last 2 years of my university course (which I need to complete my coursework and upcoming exams - which all count towards my final degree and are also are required to pass into 3rd year). I cannot now access these critical materials and all the work I had previously done (which I need for my coursework, exams, final degree mark and place next year) I now cannot submit all this work and so I have to redo everything from scratch without any of my materials or resources and in a very short time limit with the added pressure and difficulty of upcoming exams as well. I clearly will not be able to do any of this to the best of my ability due to COVID-19 and lockdown and much of it I will not be able to do at all). I cannot now achieve the grade I would have been capable of and cannot complete other work at all (including all my exams). COVID-19 and lockdown could even mean I might not be able to get enough credits to pass into my 3rd year, which would be detrimental to my degree and my life as I could not likely afford the cost of money, time and mental health it would take to redo my 2nd year at university. University policy (such as the safety net) benefits students who do NOT have ongoing mitigating circumstances, but does not actually help students with ongoing mitigating circumstances, mental health problems or learning difficulties (such as me and many others) which may have prevented them from handing in work earlier this year. This is an unprecedented situation and should not be (but is) preventing disabled students from getting their marks and is hindering their ability to progress into the next year of study. There is so much more I could write about, but even writing this is very difficult for me. COVID-19 and isolation has affected my home life, my work life, my mental health, physical health, my family, monetary issues, access to structure, services and facilities, my access to my university work and materials from the last 2 years, my degree mark, potentially my place in 3rd year (and, by extension, potentially my degree itself) plus other factors. This has been disastrous for me and many others. Please help us. Please help students like me move forward into our 3rd year of university study regardless of what misrepresentative credit totals or numbers on a page say about our ability, as these numbers are not representative of our true ability and due to unique, unforeseen and unavoidable circumstances are outside of our control. We are trying our best in these difficult times. We appreciate all that you do. Thank you and very best wishes.

21	May 01 2020 03:04 PM	No additional support has been offered. Anxiety levels are extremely high and when I have asked for support, I have either been ignored or my dsa needs have not been considered. I have found assessed assignments have had a negative impact on me receiving the support I required prior to submission which has resulted in me achieving lower than I should've if support was available.
22	May 01 2020 03:00 PM	I need uni to recognise that my coursework is shit because I'm not in a suitable work environment and my anxiety is horrific

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lockdown. Already difficult ADHD and processing disorder have been made far worse. Additionally, due to lockdown restrictions, I cannot access any of my degree work which is stuck in my university room on campus, meaning I cannot access any of the work from the last 2 years of my university course (which I need to complete my coursework and upcoming exams - which all count towards my final degree and are also are required to pass into 3rd year). I cannot now access these critical materials and all the work I had previously done (which I need for my coursework, exams, final degree mark and place next year) I now cannot submit all this work and so I have to redo everything from scratch without any of my materials or resources and in a very short time limit with the added pressure and difficulty of upcoming exams as well. I clearly will not be able to do any of this to the best of my ability due to COVID-19 and lockdown and much of it I will not be able to do at all). I cannot now achieve the grade I would have been capable of and cannot complete other work at all (including all my exams). COVID-19 and lockdown could even mean I might not be able to get enough credits to pass into my 3rd year, which would be detrimental to my degree and my life as I could not likely afford the cost of money, time and mental health it would take to redo my 2nd year at university. University policy (such as the safety net) benefits students who do NOT have ongoing mitigating circumstances, but does not actually help students with ongoing mitigating circumstances, mental health problems or learning difficulties (such as me and many others) which may have prevented them from handing in work earlier this year. This is an unprecedented situation and should not be (but is) preventing disabled students from getting their marks and is hindering their ability to progress into the next year of study. There is so much more I could write about, but even writing this is very difficult for me. COVID-19 and isolation has affected my home life, my work life, my mental health, physical health, my family, monetary issues, access to structure, services and facilities, my access to my university work and materials from the last 2 years, my degree mark, potentially my place in 3rd year (and, by extension, potentially my degree itself) plus other factors. This has been disastrous for me and many others. Please help us. Please help students like me move forward into our 3rd year of university study regardless of what misrepresentative credit totals or numbers on a page say about our ability, as these numbers are not representative of our true ability and due to unique, unforeseen and unavoidable circumstances are outside of our control. We are trying our best in these difficult times. We appreciate all that you do. Thank you and very best wishes.

21	May 01 2020 03:04 PM	No additional support has been offered. Anxiety levels are extremely high and when I have asked for support, I have either been ignored or my dsa needs have not been considered. I have found assessed assignments have had a negative impact on me receiving the support I required prior to submission which has resulted in me achieving lower than I should've if support was available.
22	May 01 2020 03:00 PM	I need uni to recognise that my coursework is shit because I'm not in a suitable work environment and my anxiety is horrific

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23	May 01 2020 11:44 AM	Covid-19 situation is having a seriously negative affect on my mental health condition
24	May 01 2020 11:33 AM	Normally, I study outside of my flat. It is too small and the general environment has never been ideal for studying. I usually go to a cafe in order to get away from the flat and so I have access to a proper table to work at as well.

The virus has stopped this routine and I am finding it extremely difficult to study/revise. I have several mental health diagnoses including ADHD, ASD, and Depression. I get distracted in the flat with chores and/or the option of giving up and going straight to bed regardless of time...

Hence, I prefer to work outside. However, I have been told to self-isolate due to my physical health issues. There is nowhere to go in order for me to study. The usual Wellbeing/DSA support is hard to arrange and maintain too.

I fear I will fail university and that makes my anxiety even harder to deal with. |
25	May 01 2020 09:50 AM	My mentor has been vital to my mental health through this unprecedented time, without this help and support i couldn't possibly go on!
26	May 01 2020 09:45 AM	I need support ,help i feel like i left to death with no support.
27	May 01 2020 09:19 AM	COVID-19 has negatively impacted my life to the point I can't get out of bed. My depression and anxiety has gone through an all new high. I can't concentrate on my education. I also, do not have the space to focus on my education properly.
28	Apr 30 2020 11:57 AM	I think our wellbeing should be taken into consideration much more than financial gain. The support is not enough.
29	Apr 30 2020 10:51 AM	I feel I am at a huge disadvantage as I am supposed to get help (an hour a week) support from student support but I do not benefit at all from online help. The funding I have been granted has been a waste. I can not work well online on online calls and chats I find it impossible and can not afford childcare (I have 5 year old twins at home) my studies has been effected as I can not get the help I need. Emailing back and forth isn't helping me to learn how to reference for example. I have been paying my sister myself to help me when she has the chance as she works full time. The situation is very difficult because of the virus and I have no childcare at the moment so I can't get time either. My anxiety is also the worst it has been.
30	Apr 30 2020 10:45 AM	Covid19, has worsened my mental health.
31	Apr 30 2020 10:44 AM	The DSA team have been very efficient and supportive through this tough time period, which has been very helpful. However, due to Covid-19 personal problems have hindered my full potential of my studies and my well-being has been affected.
32	Apr 30 2020 09:33 AM	I have found it very useful continuing my support through this crisis. It has been a difficult time and I have required support to help with managing anxiety as well as staying on top of my coursework

33	Apr 29 2020 03:56 PM	As a final year student, the pandemic has affected majorly. Due to anxiety caused by suddenly receiving less support
34	Apr 29 2020 08:56 AM	COVID-19 has taken a toll on my mental health.
35	Apr 29 2020 07:48 AM	Coronavirus negatively impacted on my performance as a disabled student, It extremely longe time for me to do work and I feel very stressed, high anxiety unable to sleep.
36	Apr 28 2020 09:28 PM	My mentor's support is important for my mental health and wellbeing.
37	Apr 28 2020 08:16 PM	Currently at home with the family and we have the systems of covid-19 for five weeks. Finding it hard to work while caring for family members who have been ill for a while now. I am also ill and struggling to balance health and work. Need help to keep mental heath up when facing this, maybe being able to talk to someone at the univerisity.
38	Apr 28 2020 07:21 PM	The support has been vital for me to continue with my studies. I have found the changes to course and everyday life has had an negative effected on my mental health with in turn has had a negative impact on my learning needs making studying even more of a challenge than it normally is.
39	Apr 28 2020 06:33 PM	I spend my week counting down the days until my appointment with my study/support adviser, to discuss anxieties, personal issues, the covid situation and study plans. I feel these support sessions are absolutely essential to my productivity and mental wellbeing and feel extremely grateful to be receiving this support during these difficult times.
40	Apr 28 2020 05:30 PM	I have found my course work and one to one mentoring to be incredibly helpful in managing my physical but also mental health. I really miss the support and purpose, but appreciate these are hard times and people require distance to stay safe.
41	Apr 28 2020 04:41 PM	My study support is so important to me at this time and because of the virus i have been having a lot of trouble with my work, especially asking questions that i could've asked in workshops and seminars. I am coming up to the end of my hours and this has caused a lot of anxiety and causing more stress
42	Apr 28 2020 04:29 PM	I am not sure if it is DSA related but I have major issues with my Counciling. I was meant to get 6 sessions and they did not inform me they were only giving 2. They signed me up for counciling over the phone without properly instructing me what was going on and my Counselor does not answer my emails. I feel like I can been conned into the sessions just to be thrown off the list. Really unhappy when I am dealing with serious anxiety
43	Apr 28 2020 04:21 PM	Have not been in contact with my DSA mentors or university mentors as I've had to move home where I have no privacy to discuss mental health or other problems
44	Apr 28 2020 04:08 PM	Perhaps more mentor hours should be allocated because mental health can be an issue when you are constantly at home.
45	Apr 28 2020 03:58 PM	It's the mental health aspect of my DSA related issues I'm struggling with - and childcare like everyone else with kids!
46	Apr 28 2020 01:53 PM	I find it hard to reach out. I curl up within myself. The help is there but I cannot reach it. Too terrified to get it.

47	Apr 28 2020 11:25 AM	This time is impacting everyone's mental health, it is particularly difficult trying to juggle studies and supporting my mental health condition, having the phone call appointment weekly with my mentor keeps me on track and motivated. I think it's crucial for this support to be still be happening now and in the future as students really do benefit from it, I wouldn't have been at this point of successfully finishing my degree if it wasn't for my supportive mentor, I'm eternally grateful to them.
48	Apr 28 2020 07:51 AM	The lockdown plunged me into a suicidal mess and could have quite easily resulted in a fatality outcome.
49	Apr 27 2020 06:27 PM	As a student registered with mental health issues I would like to mention how difficult self-study and motivation have been for me without a daily routine. I find studying from home almost impossible as I am unable to compartmentalise in a space designed for my relaxation; using the library and campus is essential for my concentration. I am struggling to use online resources as my technology at home is not suitable. I understand that these are difficult times for everyone, but I think the university has assumed that all students at home are on an equal playing field, when in fact I think this is far from the truth for most students- especially those with mental health conditions.
50	Apr 27 2020 06:24 PM	I'm a single parent with children at home which is making time to study difficult. I can't access any of the one on one support I could at uni now I'm at home. And I'm not able to access books in the best format to support me and can't effort to buy all the materials and books. The isolation is also having a massive impact on my mental health and I feel extremely low which is impacting on everything.
51	Apr 27 2020 05:04 PM	I was told I was not allowed any extra support hours without being able to explain why. I found this disgusting as I am really struggling and just asking caused me a lot of anxiety. Do Not assume a student doesn't need hours because of the university's facilities. I will be pushing this issue, but I hate to think of another very in need student being mistreated especially during these times.
52	Apr 27 2020 04:54 PM	I have challenges with my mental health also, physical of this virus Covid 19.
53	Apr 27 2020 04:51 PM	I have really struggled with my mental health issues. It has been difficult not having the structure of university (e.g. attending lectures/seminars) and the library. In addition, my home situation is not ideal and studying has been challenging. Being and staying motivated has felt impossible at times. However, I am grateful for the help I have received and I know it has been a difficult time for everyone.
54	Apr 27 2020 02:32 PM	I wish someone could talk to my school at my uni. Due to the on going events my mental health is deteriorating and it feels like my school does not care. If I hear another "these are unprecedented times" I am going to cry. Unprecedented times require an Unprecedented response not just carrying on as normal

55	Apr 27 2020 01:21 PM	Having a lack of a dedicated workspace is difficult. Normally I would utilise university facilities for studying, and use my home as a place to shut off and rest. However, I now have to use my home for studying which is unsuitable for many reasons, mainly because I have no way of shutting off from work and it is causing anxiety.
56	Apr 27 2020 12:57 PM	the degree is through the Open University which is solely online,. Covid-19 has negatively impacted my health causing fatigue and mental health , affecting my ability to study. not being able to contact student support by phone in order to get support is having a significant impact on my studies.
57	Apr 27 2020 12:46 PM	Not being in my learning environment and working from home is stressful and demotivating
58	Apr 27 2020 12:35 PM	Mental health seems to be being forgotten about in regards to COVID-19, along with the HE (University) population.
59	Apr 27 2020 12:12 PM	Due to the loss of help or support for my Irlen syndrome my condition Has negatively impacted on my mental health and now with this covid 19 I'm really struggling to connect with my course as my MH and Dyslexia are overwhelming me to point I feel paralysed as I am struggling to full understand what I have to do as Its To complicated To explain on here. I do need more physical support
60	Apr 27 2020 11:28 AM	Mental health has become a massive challenge for me and 1 hour a week with my provider is just not enough
61	Apr 27 2020 10:55 AM	Coid 19 has massivly impacted my final year, disspointent and mental well being along with the ability to try a work from home with children and other factors of limet workspace enviroment is huge. the bility to have an exam from home is very srange and unsettling in the wrong enviroment.
62	Apr 25 2020 09:41 PM	There are many external factors due to the covid situation that are affecting my mental health/ wellbeing and disrupting my ability to focus on college work
63	Apr 25 2020 12:57 PM	i am taking a break from my study's up to 3 months, As can not get my mind on study's to stressful with all that is going on. Also do not like my support having to be done remote. Not good for people with learning problems. can not get all notes down on paper so loss there i am at. Need it in person.
64	Apr 25 2020 11:58 AM	I have been very down during this COVID 19. My health has deteriorated, I have been in severe arthritis pain.
65	Apr 24 2020 06:57 PM	I think in these times support has stuggle but not because of lack but because of covid. Think which worrys me more in mental health issues. And lack of exersince and social contact I would n9tmal have.
66	Apr 24 2020 06:36 PM	We have a small house and 3 children under 8. My wife has the only room in the house (our kitchen) that is suitable for a office space. She works 37.5 as a social worker and I have the 3 kids whilst trying to complete my studies it's an absolute nightmare. I'm also a key worker myself at a local supermarket in the evenings. I miss the face to face interactions with my peers and lecturers, my own time and space to study at a library or anywhere I can collect my thoughts. It's an impossible situation and is effecting everyones

		mental health. Even if the library could open to a limited number of people like the supermarkets that would be amazing
67	Apr 24 2020 01:35 PM	My mood is fluctauating between striving to be possitive and keeping my self safe from Covid-19 to not feeling like getting dressed, I feel this is due to not being able to leave the house to be in nature (only for food shopping or walk round the block) I am increasingly finding it difficult to consentrate on my final modules, as a mature student living alone i find myself constantly worrying about how will i pay my mortgage and household bills when I finish my 3rd year in the summer. Having no ability to gain employment once i graduate. Unable to apply for internships and to attend any Creativity events (throughout the summer months) to sell/show my work/creations is a big detriment. I know that there are unfortuantely a lot of deaths from this virus so i will continue to stay at home, i just hope that i am able to kick my motivation up the bum to complete my final module work.
68	Apr 24 2020 12:43 PM	I'm wondering if online group sessions or supportive strategies could be made available like the MoodSwings group sessions. I would find it useful to have somewhere to tune into and talk to someone or just listen in a group environment and make something or colour in something together whilst listening to music. If it is possible to create online sessions that would be great. The focus is on university work right now but realistically we need to have the tools to cope after than and when our mentoring ends.
69	Apr 24 2020 12:40 PM	the support via zoom is wonderful although I am struggling with working from home and my motivation.
70	Apr 24 2020 11:10 AM	The isolation is hard to manage with mental health issues
71	Apr 24 2020 10:42 AM	Unfortunately, I feel my university has inadequate assessment resources which is causing more stress and anxiety than is needed in this situation. I feel most of the COVID-19 stress actually comes from my university due to the extent of negative impact this course and university has had on myself as well as my mental and physical health - this has been ongoing since I commenced the course, prior to the pandemic outbreak, reflecting further it is not the virus that is having the most detrimental effect.
72	Apr 24 2020 09:48 AM	My son is having massive issues at the moment because of the closing of his college IE meltdowns, stress, sleepless nights, constantly worried about assignments needed to be submitted when he has only covered part of the subject in class, because of his autism he finds it impossible to self learn at home and the clock keeps ticking and although he has been given a to week extension, he cant self learn what is needed.
73	Apr 24 2020 09:02 AM	Having the children who are awake 13 hours a day is exhausting and leaves me little time to study. I am worried about my course
74	Apr 24 2020 08:57 AM	My mental health mentor has been a lifeline. I am really struggling since Covid19 & i value having someone to connect & communicate with during these isolating times. My academic work is still suffering, but that is of

		secondary importance to me right now, so my mentor & i work on managing my mental health, so that i just might get out of this time in one piece!
75	Apr 23 2020 03:41 PM	The inclusions team are excellent and provide vital support to me, often going beyond what is required. My health and wellbeing as well as academic progress is at present severely hampered and my mental health is affected. Remote contact is not a substitute for personal discussion, motivation, advice and support that I currently miss.
76	Apr 23 2020 02:23 PM	The current crisis for me is impacting on my mental health and ability to work effectively. I can only hope this will be taken into account when assessments are being marked.
77	Apr 23 2020 02:17 PM	Due to moving back home, my DSA provided desk and chair which I find extremely useful and necessary are all at my university house, not here. Also I think regardless of disability, the impacts of this situation on students are not being fully considered - we're having to pay for a place we're not living in, as well as contribute to life at home (not everyone gets this for free) and also our employment had been affected too (both summer jobs and internships have been cancelled and god help you if you had a zero hours contract job/are self employed within the year). As well as this, we are expected to keep our academic work coming in as if a pandemic isn't sweeping the globe, not only is this difficult due to physical constraints of lacking libraries, also the mental strain makes it impossible to concentrate. As someone who is in several high risk categories, having an immunodeficiency and being asthmatic, this is a very anxious time, being completely isolated, and that's before you consider the grief that comes with losing loved ones, I personally have lost 4 since the end of term. None of this is being sufficiently accounted for by the university or the government. And guess what? I'm still paying £9250 a year for the privilege, despite receiving no support from the University.
78	Apr 23 2020 02:05 PM	Other care responsibilities lack of quiet work spaces and extra stress and anxiety really struggling
79	Apr 23 2020 12:36 PM	As I am a single Mum with 3 children, I am finding it impossible to get enough time to study and compile essay's. It doesn't help that the laptop I have been provided with is extremely slow and often crashes. By the time thelaptop starts to work ok, I'm either too tired or the kids are needing attention again. It has got to the point where I don't even bother as it is causing too much stress and anxietyas I know I will be unable to finish my essays.

Question 9 – Comments on Covid-19 and Disability

	Response Date	Responses
1	May 07 2020 02:12 PM	COVID-19, destroyed my life mentally, financially, physically and created lots of problem with my study, foods, safety, security and lost my job, that is my basic source of life.

2	May 07 2020 09:07 AM	The increased online nature in order to continue study has increased the severity of some of my health conditions and has negatively impacted on my general health.
3	May 07 2020 08:47 AM	I need to be on campus to get my mind in the right place to get my work done. It's impossible when I cannot leave the house.
4	May 06 2020 07:35 PM	Having the same deadlines when I have two 8 year olds to home school and still work in the school is making me very stressed because by the time 4pm comes I am so drained due to my ME that I can't concentrate on uni work
5	May 06 2020 06:36 PM	I have dyslexia and I'm really finding it hard to sit and listen to online material. I find it really difficult to retain any information and as a result I feel my grades will plumit.
6	May 06 2020 03:51 PM	My universities answer to online learning is posting a power point and asking us to post responses on a discussion board. Yes we are expected to learn how to do voice over powerpoints or do assignments as normal. As a dyslexic student I struggle to make sense of a power point and then am over whelmed when faced with ready 30+ responses on a discussions board then having to write my own. They should be doing video lectures and voice overs instead of adding to the amount of reading already required of their students. I don't know how DSA support could address this but I just wanted to voice my struggle as I think it's unfair some unis are doing a lot and others are doing the bare minimum.
7	May 06 2020 03:44 PM	I only get assisted technology. The impact of covid19 has added a lot of stress to my life making concentrating very hard as I suffer from depression and anxiety already.
8	May 06 2020 01:12 PM	It is having a negative impact on my mental health, which I'm sure its affecting everyone but as someone who suffers from mental health issues anyway it is starting to take its toll.
9	May 06 2020 01:11 PM	As an autistic student, the sudden change to my routine and what is now expected of me has been extremely difficult to cope with. I experience regular anxiety meltdowns due to the high levels of stress due to my first year not going the way I had mentally prepared for it to go. This has not been helped by the vague assignment briefs and the lack of in person support, which I rely on heavily in order to complete written work. I've found it hard to fulfil the expectations of my course while also having to cope with so many massive changes all at once. Without the support of my family, I would find it completely impossible to get anything done. Because of the nature of my course (drama) mentors and support workers are often at a total loss when it comes to supporting me in my studies.
10	May 06 2020 12:47 PM	DSA one-to-one is more vital for my learning and Corvid-19 has impacted my education and wellbeing. I am anxious all times and I think of how I will be able to continue with my online learning which is difficulty for me to absord any recommention and organise myself.
11	May 06 2020 11:06 AM	I have been struggling a great deal with my anxiety. My 81 year old mother is having a lot of problem with her nighbours and not being able to help is impacting my ability to concentrate and relax. Somebody to talk to would be helpful

12	May 05 2020 10:07 PM	Since covid, every thing has stopped working with no help
13	May 05 2020 06:49 PM	If I was in university I'd be able to get help within 20 minute by going to my lecturers office and asking the question. Now i have to wait days at a time to get a reply which sometimes isn't helpful at all or even make any sense to me. For instance I had real trouble knowing what context to read a scenario question for my assessment and so I asked my lecturer if I was reading it correctly as it was essential I got it right to answer the question correctly. The lecture replied but didn't tell me if I was right or not which stressed me out even more. The covid-19 is negatively impacting my mental health and it's made so much worse by not getting the support I need
14	May 05 2020 04:36 PM	It has triggered my cancer related PTSD because it's almost like the whole world is going through what I had to do throughout chemo
15	May 05 2020 03:54 PM	Question 8 I do not feel covers all areas that can impact a student at university during these times. An other option is required. I am a carer for my mother which has always had an impact on my studies which I have had very little support for . It is one of the key things as to why I am a dsa student as it increases my anxiety levels. I was supposed to have a mentor but because I am a carer I did not have the time to have a mentor which was inconvenient. I was also supposed to have an app to help me with my depression and anxiety, however the app actually caused me more anxiety so I had to reject it. My studies before covid-19 was difficult as the ability to use some of the equipment i was provided with would not work as lectures were always noisy. As I had difficulty taking notes in lectures I am also at a disadvantage as I have had to self teach myself a lot of the content as presentations provided by the university lacked a lot of information. Covid-19 has certainly made my anxiety and depression worse and my DSA has done nothing to improve it. If anything it is more stressful because I have nothing to support me during this time.
16	May 03 2020 06:58 PM	I feel more assistance in how we should be studying from home (I am stuck away from my own place due to being unable to afford to stay where I live in London without pub work earnings for food income) is needed. I have no access to private space and have been unable to study because of this as my specific learning disabilities make focus my main issue and I cannot get the space or quiet I need.
17	May 02 2020 07:20 PM	The COVID-19 has made a huge impact on my studies and personal life to the point my anxiety level as risen and my concentration is a real problem, I am always worried about all kind of things, it does not matter how small it is I suddenly have this overwhelmed feeling that will last for days.
18	May 02 2020 06:23 PM	It's very difficult adjusting to these times with study due to the lack of support and guidance from university due not being able to have face to face teaching to clarify information.
19	May 02 2020 09:49 AM	Being at home has raised the stress levels during this coronavirus pandemic, some students live with family which increases the pressure, not being able to go out and take that space closes off the feeling of flexibility. Visual learners like myself are finding it even harder to keep up, with so many emails being sent by teachers it becomes overwhelming and

| | | confusing- especially if the materials are coming all at once as for some classes we do not receive the PowerPoints until a later date.

We have recently been able to join conference calls which have been effective than uploading slides but this is too late as this has only started last week as assignments are due.

I have not been able to order my equipment and have been told this won't be until after the virus now, equiptment should still be delivered as some students have until July to submit work so having the softwares would help as a fear of failing is stressing- as I struggle with numbers and graphs I have no support for that at all at this very moment. |
|---|---|---|
| 20 | May 01 2020 09:08 PM | Mentoring sessions have been very helpful for me throughout the academic year as well as during the pandemic crisis. I don't think if I would have been able to keep up with the work load during lockdown without the mentor help. Therefore, the support has helped to minimise the negative impact of COVID-19 on my mental health. Even though there were some days when my mental health was at its worst but mentoring sessions has helped me to get back on the track. |
| 21 | May 01 2020 09:02 PM | It has also negatively affected my mental health, I have anxiety as a person and this has exacerbated it severely making it nearly impossible to do daily tasks that were once simple, let alone actual coursework. The thought that my work will be graded as it normally would also gives me an immense amount of anxiety because I know I can do better, I know it. |
| 22 | May 01 2020 08:34 PM | Unfortunately due to most things being online, it means that a lot of assignments have to be online, and with stuff happening elsewhere it has resulted in increased stress. also it is difficult to communicate some importance of problems such as the feeling of being scared and high anxiety levels for a presentation even online etc. hopefully, it will go smoothly but stress and anxiety levels are going to be high going in and out of the session, which may negatively impact any remaining work ongoing or after the event. |
| 23 | May 01 2020 07:14 PM | COVID-19 and lockdown have affected every aspect of my university work, home life and mental and physical health. It has caused many many problems and barriers for me and many others. Here are only some of the impacts affecting me: Crippling anxiety caused by COVID-19 and lockdown has paralysed me and made my mental disabilities and learning difficulties far worse. Lack of structure, support, services and facilities, plus anxiety, OCD and mental upset triggering my difficulties with autism causing havoc and making it very difficult for me to function as I normally would. Family illness causing imaginable upset. Major family problems and changes due to lockdown. Already difficult ADHD and processing disorder have been made far worse. Additionally, due to lockdown restrictions, I cannot access any of my degree work which is stuck in my university room on campus, meaning I cannot access any of the work from the last 2 years of my university course (which I need to complete my coursework and upcoming exams - which all count towards my final degree and are also are required to pass into 3rd year). I cannot now access these critical materials and all the work I had |

		previously done (which I need for my coursework, exams, final degree mark and place next year) I now cannot submit all this work and so I have to redo everything from scratch without any of my materials or resources and in a very short time limit with the added pressure and difficulty of upcoming exams as well. I clearly will not be able to do any of this to the best of my ability due to COVID-19 and lockdown and much of it I will not be able to do at all). I cannot now achieve the grade I would have been capable of and cannot complete other work at all (including all my exams). COVID-19 and lockdown could even mean I might not be able to get enough credits to pass into my 3rd year, which would be detrimental to my degree and my life as I could not likely afford the cost of money, time and mental health it would take to redo my 2nd year at university. University policy (such as the safety net) benefits students who do NOT have ongoing mitigating circumstances, but does not actually help students with ongoing mitigating circumstances, mental health problems or learning difficulties (such as me and many others) which may have prevented them from handing in work earlier this year. This is an unprecedented situation and should not be (but is) preventing disabled students from getting their marks and is hindering their ability to progress into the next year of study. There is so much more I could write about, but even writing this is very difficult for me. COVID-19 and isolation has affected my home life, my work life, my mental health, physical health, my family, monetary issues, access to structure, services and facilities, my access to my university work and materials from the last 2 years, my degree mark, potentially my place in 3rd year (and, by extension, potentially my degree itself) plus other factors. This has been disastrous for me and many others. Please help us. Please help students like me move forward into our 3rd year of university study regardless of what misrepresentative credit totals or numbers on a page say about our ability, as these numbers are not representative of our true ability and due to unique, unforeseen and unavoidable circumstances are outside of our control. We are trying our best in these difficult times. We appreciate all that you do. Thank you and very best wishes.
24	May 01 2020 05:14 PM	Other issues effecting me during the COVID-19 pandemic include responsibilities of caring for family at home who are shielding
25	May 01 2020 04:46 PM	I am a part-time doctoral student. I have suspended my studies as I am unable to work full time, cover childcare/schooling and study. Therefore I don't need my DSA support at the moment because I am not studying. I will however need some support to try and pick up my studies again when I am able to do so. I am very concerned that having a break in my studies combined with my disability significantly disadvantages me - I have challenges with memory and was already worried about going into my viva and not being able to recall what I had done in my first year. With this break there is additional elapsed time which is making me very anxious and will mean additional work. ideally I would have analysed the data that I had just collected by now so that I was familiar with it still, but now I have completely forgotten and will need to repeat much of the work I have done in the first half of this year.

		I don't think there is anything anyone can do about this problem but I do feel life is unfair in this aspect. I think for every month of break I take I will probably need another 2 months of study time when I return to catch up. It is now putting my completion in doubt :-(
26	May 01 2020 12:05 PM	I struggle to process information when reading, this becomes harder when there is noise around me. I would usually go to the library to study but as this is not possible, noise at home is having a huge impact on my studying. At home I live with 7 other people, so volume levels in the house is hard to control.
27	May 01 2020 11:33 AM	Normally, I study outside of my flat. It is too small and the general environment has never been ideal for studying. I usually go to a cafe in order to get away from the flat and so I have access to a proper table to work at as well. The virus has stopped this routine and I am finding it extremely difficult to study/revise. I have several mental health diagnoses including ADHD, ASD, and Depression. I get distracted in the flat with chores and/or the option of giving up and going straight to bed regardless of time... Hence, I prefer to work outside. However, I have been told to self-isolate due to my physical health issues. There is nowhere to go in order for me to study. The usual Wellbeing/DSA support is hard to arrange and maintain too. I fear I will fail university and that makes my anxiety even harder to deal with.
28	May 01 2020 10:58 AM	Covid situation is having a hugely negative impact on my studies, despite uni doing brilliantly by going online inside a week. However, video delivery seems to inhibit the class, so no debate, no discussion of materials afterwards; at MA level this a big loss. Lack of library access due to Covid is a huge problem. I had to defer ALL module hand-ins due to two deaths, and a medical emergency Im still recovering from. On top of the challenge of SpLD, this has of course compromised my studies and I now wonder how I'm supposed to complete the research required to achieve the grades I'm aiming for without use of the library during the period leading up to deferred hand-in; I'm only just starting to study again during recovery, and despite help from fantastic librarians, I'm finding most of the books I require are not available electronically. The materials I can access online - e.g. magazine and newspaper articles - are not considered worthy as academic texts, and we are strongly discouraged from referencing them in research and essays. The Covid situation is

		definitely affecting my ability to study, and now I'm also afraid it will also adversely affect my grades.
29	May 01 2020 10:47 AM	Just really couldn't focus, (I have dyslexia and dyspraxia) I'm worried about my essay, it probably wasn't that good at all. I'm struggling to keep a schedule and I've become more unorganised at home. There is a problem with my laptop so I don't have any access's to the materials that helped with my disability at the moment.
30	May 01 2020 10:23 AM	It has been extremely hard to get focused with Covid-19 uncertainty and concern for my mother who I care for.
31	May 01 2020 10:04 AM	I managed to complete my masters before the pandemic. I had to however postpone my Russian till next year as I just couldn't cope with the illness, isolation and lack of contact with people be it students or teaching staff

I panicked and now feel alone - if it wasn't for the DSA I would be totally lost they are ALWAYS there to help me |
32	May 01 2020 09:19 AM	COVID-19 has negatively impacted my life to the point I can't get out of bed. My depression and anxiety has gone through an all new high. I can't concentrate on my education. I also, do not have the space to focus on my education properly.
33	Apr 30 2020 07:15 PM	Given my diagnosis, I found it has negatively impacted me by restricting the medium of which instruction, work and resources are provided (online). The effectiveness of print books, lectures can't compare
34	Apr 30 2020 07:07 PM	I have had Covid and secondary pneumonia which has meant I've had to pause from university work whilst I recover. I will need support getting back to my studies and potentially longer than initially planned as my dissertation submission date may be extended due to the current situation and my health.
35	Apr 30 2020 04:36 PM	We need extra funding with money and help
36	Apr 30 2020 04:28 PM	I work best in well-structured environments. This is hard enough at uni. Now that I'm home, having to create my own structure is difficult, to say the least. Online lectures are and lack of access to university buildings are the main reasons for this. That said this isn't anyone's fault.
37	Apr 30 2020 04:27 PM	I have been really struggling with the changes that are a consequence of Covid-19. I have ADHD and I am really struggling the my levels of concentration whilst being locked in doors and I'm specifically struggling with he lack of disability support for the changes in up and coming exams such as extra time.
38	Apr 30 2020 04:23 PM	With dyslexia and dyspraxia feel like I am not being supported enough and my grades are gunna be impacted greatly. No one seems to care at all
39	Apr 30 2020 04:23 PM	Just want to explain why I said neither agree or disagree. My specialist tuition is excellent and has helped me more than I could have hoped for. My mentoring just isn't working remotely as there is nowhere private for me to share my worries as my parents can hear everything.
40	Apr 30 2020 10:33 AM	For people who recieve DSA support who are doing a degree someone should think about remote learning as the person who is doing the support is going it on a one to one anyway.

If students and the workers who are providing the support met up, this would |

		not be classified as mass gathering.
		It is difficult for some people who require study support assistance online due to their conditions such as Dyslexia or mental health as using Assisted technology can be stressful for the student. I wish and hope that something could happen to enable students and support workers to be able to meet up so this current situation on lockdown would be easier.
		I dont mind our lectures being online but with the study support I feel that differs because with the support they give it enables people like me and other students keep in track of their degree. Some students need step by step process on how to do things. Hope this information helps.
41	Apr 29 2020 03:52 PM	This has had a large impact on my studies as I have two children and now homeschool as well. I had planned on getting the laptop issues to me this semester but have not been able to as have had to keep emergency funds. All additional funds set up by my university I have not been able to access nor get advise about what help I could get as I do not work. I prefer to work in a classroom and have had to adjust to basically what suits some tutor, as some have to be very understanding and empathic to the situation and have tried to support as much as they can others have not. My support unit at University (regarding my support summary) have n't been very supportive, with homeschooling finding time to make enquiries is limited and when I seek help from them it is pretty much as if they dont know and I am sent in another direction. I had hoped going to University would be a joyful experience but the lack of support from staff who are assumed to be there to aid those in need (DSA students) has been shocking and very upsetting.
42	Apr 29 2020 12:59 PM	In this particular time it is not DSA that would help me unless they were to fight as a union to enable me to complete assignments in my own time. I cannot concentrate properly at home. And I am more likely to watch TV instead of doing work. But DSA support cannot help this.
43	Apr 29 2020 11:14 AM	the impact of library closures has put a huge impact on my dissertation, due to reading a computer screen being so difficult with my dyslexia
44	Apr 29 2020 08:56 AM	COVID-19 has taken a toll on my mental health.
45	Apr 29 2020 07:48 AM	Coronavirus negatively impacted on my performance as a disabled student, It extremely longe time for me to do work and I feel very stressed, high anxiety unable to sleep.
46	Apr 28 2020 08:30 PM	My assessments are being significantly effected as I need to physically be in front of a tutor/lecturer to point to what I am having difficulty with, it's not effective emailing work over and discussing which part is needing clarified when I already have difficulty trying to explain clearly what I'm stuck on in the first place. It's not practical and I know I am going to fail my assessments.
47	Apr 28 2020 07:39 PM	Anxiety is an aspect of ADHD. My ability to focus has been impaired. I have negotiated an extension but without access to the library for renewal if

		textbooks or advice, I feel very isolated. My PhD supervisors are remote and based away from the area.
48	Apr 28 2020 06:39 PM	Without my Mentoring I would of given up on this academic year due to Covid-19 and never gone back to university.
49	Apr 28 2020 06:00 PM	i have only had the chance to have 3 sessions with my support tutor as dsa despite me applying in april 2019 took so long to get sorted and then because i was put with an outside provider that was not the university it was very difficult to find a tutor that could meet with my time table and was flexible when i was on my nursing placements there fore it took me from October to march to get any response and to get a tutor that would be flexible, i went through 6 tutors but non where able to meet when i was free or were not flexible for when i was on placement so i only got a few sessions with the final person on the list as they could be flexible and willing to have different slots each week so i found it very difficult at uni this year and now with covid 19 i am really struggling with my work and having it checked
50	Apr 28 2020 05:16 PM	Thank you very much for considering us students who come under disabilities - i am feeling very isolated and struggling with exacerbated symptoms
51	Apr 28 2020 03:42 PM	My 1:1 is a great level of support. But I was meant to finish my final placement on 19.06.2020, now this date will change and be unknown due to my placement being suspended due to Covid-19. This impacts my future career options and employability as well as my family financially. We do not meet criteria for any benefits so will be struggling should this delay go past the end of May, mid June.
52	Apr 28 2020 03:17 PM	The main thing that's a problem for me is not being able to come into campus - studying at home is very hard for me.
53	Apr 28 2020 03:05 PM	Motivation also greatly affected at this time, everything feels distant / easily forgotten or lost due to being virtual
54	Apr 28 2020 02:31 PM	I am a final year nursing student. I have chosen to opt in as I would have to suspend my studies otherwise so placement/working full time is having a big impact on me accessing my study skills tutor.
55	Apr 28 2020 01:40 PM	I find working from home very stressful
56	Apr 28 2020 09:46 AM	I have had Covid19 viral and bacterial pneumonia, 1 week ill at home with high temperature, and 2 weeks in the hospital. I survived, and I do mean that it was touch and go but the Nurses saved my life. I am in recovery at home now for 2 weeks and it will take several months to recover completely. As a result, I have requested to defer my submissions until July this will give me an extra 2 months to complete my work.
57	Apr 28 2020 09:08 AM	I feel lost and abandoned at this time. I am accepting that I won't get the grades I deserve from all my hard work previously. I just want uni to be over because this is a nightmare.
58	Apr 28 2020 07:32 AM	Finding hard to focus at home on stuff even trying to set goals like complete one document a day but sometime find it hard to do that.
59	Apr 27 2020 10:57 PM	Overall the year, the support mentor I have had has helped me talk to through but obviously because of the Covid-19 it isn't as regular. And I am suffering as a result.

60	Apr 27 2020 07:55 PM	Everything is just terrible
61	Apr 27 2020 07:16 PM	The added stress on top of my existing condition has left me feeling detached from university more so as it's 60 miles away and the prospect of leaving my home town is making me anxious.
62	Apr 27 2020 05:26 PM	I find just not being in my usual routine of attending university as impacted me negatively. I find it difficult to remain in a routing and focused at home.
63	Apr 27 2020 04:24 PM	I for some reason do not get funding this year. I struggle accessing information on a screen. Reading onscreen is difficult and a barrier to learning. I usually borrow from a library or print. Without dsa funding I cannot print reading at home which is impacting my progress.
64	Apr 27 2020 04:22 PM	I live in a one bedroom flat and have nowhere to sit when doing my work other than my sofa or bed and it has resulted in me suffering from severe back ache and leg cramps. This is impacting my work.
65	Apr 27 2020 04:15 PM	Hi. Many thanks for this opportunity. The Covid-19 has highlighted the importance of DSA support mentoring support as the mode of study and work shifts to online digital space only. Reduced physical interaction and need for tacit knowledge and more hands on learning opportunities, peer support learning opportunities and the 'Zoom Effect' of digital group sessions can have a huge impact on personal energy levels. I have also found the volume of emails to process has become unsustainable and as a result depend more on Mentor and study skills support, using up more allocated hours during these times to maintain structure . It is most likely that I and advisor will request additional hours support next term time with the change in mode of study and peer interactions. Thanks for your on going DSA support.
66	Apr 27 2020 02:41 PM	I find reading difficult at the best of times but when it's online this is worse. I find the amount of information, even for support, online is overwhelming. There are too many emails and too many instructions online and I find it difficult to find information and organise it and myself. My learning style is very hands on, I also find it painful to sit at a computer for long periods (due to injuries and ongoing health problems sustained in a previous career), which tends to happen as it takes me so long to make sense of all the information we are bombarded with all the time. If I keep moving I'm okay. I have signed up to work with one of NHS ambulance services as a frontline Emergency Care Assistant and this has put relevant context to my studies and I'm able to work with highly skilled Paramedics who have been able to coach me and allow me to practise. This has added huge & values weight to my studies. I find online & remote learning prohibitive and a barrier to my learning.
67	Apr 27 2020 02:28 PM	I was already struggling with doing a distance course before Covid
68	Apr 27 2020 02:20 PM	I have left 9.5 hours of Study Skills and they will not be enough for me to help me to complete my remaining assignments as I have to do a research proposal, 2 other module assignments and dissertation. I am falling behind because my mother had a corona virus and I had to take care of her.

69	Apr 27 2020 01:19 PM	I am struggling to print off work with little money to support the cost of printing and with my dyslexia I struggle to not be able to physically anotate as i go by hand as its harder to process with it being on a screen.
70	Apr 27 2020 12:58 PM	I find online studies and mentoring difficult with my learning difficulties, it's harder to process information compared to if the support was in person. I know it is not possible to be supported in person at the moment but maybe there could be a larger variety of ways to get support with learning.
71	Apr 27 2020 12:46 PM	Not being in my learning environment and working from home is stressful and demotivating
72	Apr 27 2020 12:46 PM	I struggle with concentration due to my condition, I am finding it almost impossible to concentrate long enough to do my assignments. At university this wasn't a problem as I had peer support
73	Apr 27 2020 12:44 PM	Covid-19 is what is for front of my mind, it seems to take over my thinking and concentration, when I'm doing coursework I find myself looking at statistics from advertisements of the disease or the rules or staying safe. I seem to get nothing done.
74	Apr 27 2020 12:36 PM	I am currently recovering from COVID 19. university have been supportive. Needles to say that after missing over four weeks study, I am cinsiderbly behind. This together with my dyslexia - without DSA support, continuing this year would be impossible.
75	Apr 27 2020 12:30 PM	Email loads have increased more due to the virus and being dyslexic doesn't help struggling to keep up with all the emails and I do feel lost with my work as my mentor would help make a break down plan in person so we both have an understanding
76	Apr 27 2020 12:12 PM	Due to the loss of help or support for my Irlen syndrome my condition Has negatively impacted on my mental health and now with this covid 19 I'm really struggling to connect with my course as my MH and Dyslexia are overwhelming me to point I feel paralysed as I am struggling to full understand what I have to do as Its To complicated To explain on here. I do need more physical support
77	Apr 27 2020 12:11 PM	I have adhd and dyslexia , I'm not sure anything can be done for me at this time
78	Apr 27 2020 12:09 PM	I am sad, as i am limited on my hours, cannot access books as i struggle to read e learning and printing paper is hard to access i am out of my depth and sometimes tearful as i feel my university does not understand xx i will keep strong and graduate but i feel i will get a poor grade for my dissertation due to no education link or journals kmt
79	Apr 27 2020 12:07 PM	I'm dyslexic and because of the virus I'm struggling with some of the task in my assessments. Without being in uni and only getting an hour of support a week. Struggling to stay on task and get my head around it.
80	Apr 27 2020 12:07 PM	Extra online screen time and digitizing all my journals has exacerbated my fibromyalgia, especially hands wrists.
81	Apr 27 2020 12:01 PM	COVID-19 is having a negative impact on my studies, but this impact is greatly lessened by the support that my study skills tutor from the DSA gives me. COVID-19 would affect me a lot more if I did not have their support.
82	Apr 27 2020 11:55 AM	The email I received when covid started made it sound like support had stopped then I was asked why I wasn't using it. I was confused and thought I

		was expected to struggle through remaining assignments. Extra study hours allowence would help to make up for lost time if this is okay
83	Apr 27 2020 11:30 AM	I have diagnosed ADHD, online learning is broken all my structure which is the most important for a case like mine.... I really need a university tutor or study buddy that knows my subjets and I can go 121 with that person because I can't go on at the moment like this.
84	Apr 27 2020 10:55 AM	Coid 19 has massivly impacted my final year, disspointent and mental well being along with the ability to try a work from home with children and other factors of limet workspace enviroment is huge. the bility to have an exam from home is very srange and unsettling in the wrong enviroment.
85	Apr 27 2020 10:43 AM	As a PhD candidate, I am impacted very differently to undergraduate students (for whom the survey seems to be designed). There are complex methodological issues with my work which are significantly impacted by the pandemic which my current DSA support does not address.
86	Apr 27 2020 09:17 AM	I have found it difficult to catch up on my dissertation (something that was already challenge to my time management) due to two weeks of upheavals as a result of COVID. Unfortunately only a week's extension has been issued
87	Apr 25 2020 03:47 PM	I work for NHS so have been committed to extra support there and find my motivation for studying is at an all time low
88	Apr 24 2020 06:57 PM	I think in these times support has stuggle but not because of lack but because of covid. Think which worrys me more in mental health issues. And lack of exersince and social contact I would n9tmal have.
89	Apr 24 2020 06:18 PM	I would prefer to see my mentor in person and would find this better but it is really good having my mentor to see me through these difficult times. I should imagine things will get more diffcult as time goes on and I will be isolated for longer than most as I am being shielded.
90	Apr 24 2020 10:39 AM	We have 48 hours to complete our exams the same as every other student, but I am now scared that I will never get proper exam experience with my new DSA help before second year when exams count a lot more.
91	Apr 24 2020 09:59 AM	All my DSA equipment is in Durham but because of the speed of the move away I wasn't able to arrange for my larger equipment (i.e. desk, chair) to be moved. This has had a significant impact on my ability to actually study and have massively increased my chronic pain that comes with my condition.
92	Apr 24 2020 09:31 AM	I have equipment that allows me to Study and am at the moment am able to submit assessments on as required and have a work structure to my day. However some of my mobility conditions are becoming more difficult.
93	Apr 24 2020 09:13 AM	I feel we have been left behind,I know its a very difficult time,but tutors aren't making any efforts. Won't be completing my BA now

94	Apr 24 2020 08:48 AM	Any student receiving DSA should have additional points added to their final yr grade to take into account the negative impact this is disproportionately having on DSA students.
95	Apr 23 2020 06:26 PM	I need a scribe to be able to type for any length of time, without that I am putting myself through immense level of pain to produce any work.
96	Apr 23 2020 03:59 PM	Biggest impact is loss of routine, changes to Exam and impacts, loss of motivation etc. Things I'm discussing with my mentor are now slightly different to expected
97	Apr 23 2020 03:55 PM	I'm finding the lack of correspondence about disability related matters terrible during this time. I understand this is a busy time but due to my university still pursuing exams and assesments with a poor policy to protect the disabled I feel as if the disabled are the going to suffer the most grade wise during this time. More communication is needed as well as support on a range of levels.
98	Apr 23 2020 02:50 PM	Motivation is difficult to come by due to the nature of the home environment as well as the lack of requirement to revise due to the open-book nature of exams essentially meaning that high marks are easily attainable, this has destroyed my work ethic, but I believe this more of a problem due to the circumstances we have been placed in and isn't easily fixed.
99	Apr 23 2020 02:42 PM	I do not feel like I have received sufficient support form my university through Covid-19. Due to reasons from my university I was unable to access my final sessions prior to lockdown and I was left with writing many coursework piece without my normal support. At the end of term I received an email form my university student support asking me to email if I would like to access help, which I did and the email bounced back four times. We have had no reassurance from the university despite the impact on learning and wellbeing can be particularly stressful to individuals with learning difficulties.
100	Apr 23 2020 02:22 PM	With the increased workload from a remote location in terms of pressure with online submissions and an impractical working environment I'm struggling to do my work to the highest of my abilities. I'm very worried the short time periods in between submission dates will negatively impact my ability to do well this year.
101	Apr 23 2020 02:20 PM	The ability to focus is so much harder. Tiredness and stress mean that managing my dyslexia is much harder, so writing assignments is tough.
102	Apr 23 2020 02:17 PM	Due to moving back home, my DSA provided desk and chair which I find extremely useful and necessary are all at my university house, not here. Also I think regardless of disability, the impacts of this situation on students are not being fully considered - we're having to pay for a place we're not living in, as well as contribute to life at home (not everyone gets this for free) and also our employment had been affected too (both summer jobs and internships have been cancelled and god help you if you had a zero hours contract job/are self employed within the year). As well as this, we are expected to keep our academic work coming in as if a pandemic isn't sweeping the globe, not only is this difficult due to physical constraints of lacking libraries, also the mental strain makes it impossible to concentrate. As someone who is in several high risk categories, having an immunodeficiency and being asthmatic, this is a very anxious time, being completely isolated, and that's before you consider the grief that comes with losing loved ones, I personally have lost 4 since the end of term. None of this is being sufficiently accounted

		for by the university or the government. And guess what? I'm still paying £9250 a year for the privilege, despite receiving no support from the University.
103	Apr 23 2020 02:14 PM	I think disabled students have been disproportionately affected by the Covid-19 outbreak so they should therefore received increased support. Flexibility from universities during this difficult time would also be very much appreciated.

Question 9 – Comments on Remote Support

	Response Date	Responses
1	May 07 2020 11:52 AM	im finding that having my dsa support workers invaluable at this time. I have been struggling with my anxiety and motivation they have been keeping me going there support hasn't been just do this and offering help on task but mentoring and supporting listening when I have a freak out. this has been hard and continues to be hard I have needed the support and would love extra im very aware im low on hours left because I have needed extra support just to keep going. I almost dropped out. seeing them online has been a amazing because their support isn't just academic its as a friend and thats been needed!
2	May 06 2020 07:50 PM	I don't feel like I am receiving proper support during this time. Making the appointments is difficult due to the extremely high demand and I dont find the video calls useful due to their being so many people online at the same time it keeps freezing or losing connection so a lot of time is wasted. The most support I have received is from my mental health support when i need academic.
3	May 06 2020 02:19 PM	I have struggled with no face to face study support just over the phone which has been incredibly frustrating, especially when I have had to send work across to get checked. I have not needed any extra dsa support on top of what I am getting however, I have a wellbeing support worker now. I am going on to level 6 in September and will be reapplying for Student Finance and Dsa (study support)
4	May 06 2020 09:31 AM	The remote technology is good but not as effective as seeing my tutors and having the ability to use the services at university
5	May 06 2020 05:52 AM	I feel that the study support I have been getting through video calls has been really helpful. I feel that my learning And understanding has improved much more. I'm very grateful for my support right now. And we are planning to put a plan together for support over the summer to get ready for my next year starting. My confidence has grown.
6	May 05 2020 03:48 PM	Remote training and study skills session for myself are not something I like doing I don't feel comfortable, so I can't really access anything atm, as someone in reciept if dsa doing a remote session is out of the norm and hard to get head round it, also it's impacting as I can't use university resources I don't have access to thing like printer, ink etc needing these atm and the cost of them when I'm not currently out of work I can't afford to fund them and there not on my own requirements, online learning isn't very useful as not getting detail as you would in a lecture
7	May 05 2020 01:18 PM	DSA remote support has been effective however, in-person mentoring is much more effective
8	May 05 2020 11:52 AM	I can not learn from home nor can I use the online resources properly and it has interference and also with 2 young children I can not concentrate

9	May 05 2020 10:07 AM	I like my computer training on line but it's not as good as when I am together with my trainer
10	May 04 2020 03:10 PM	since having to do online meetings i require more hours with my study skills and mentor. However, i have run out of hours due and not stating clearly how to access more hours. the staff and providers of my non- medical help providers have been amazing and they have proved a great services.
11	May 01 2020 04:13 PM	The study skills sessions are useful as a point of contact however, it is difficult to discuss content over Skype as I work better in person.
12	May 01 2020 03:23 PM	The study skills support sessions have been invaluable to me. During the lockdown I have been able to continue my sessions online, that have been supporting me to continue my coursework and exams preparation.
13	May 01 2020 06:47 AM	Also finding it harder to communicate over the internet in explaining what I want to do.. in assignments. With information. What is needed (relevant) ..
14	May 01 2020 06:45 AM	Also finding it harder to communicate over the internet in explaining what I want to do.. in assignments. With information. What is needed (relevant) ..
15	Apr 30 2020 11:45 PM	I prefer doing to video calls. Please consider using these from now on.
16	Apr 30 2020 10:05 PM	the biggest way the virus has affected me is in my studies. my lectures were compressed into a short period of time causing me to fall behind. i am now extremely worried about my final assessments. it is hard to get any help, online help just duos not work the same and my internet connection is not very strong.
17	Apr 30 2020 05:32 PM	I have difficulties with technology and also learn better from paper sources and face to face contact so this situation is particularly difficult and I am falling behind.
18	Apr 30 2020 12:06 PM	I think remote support is incredibly beneficial all year round, and not just during the current circumstances. I feel I would have engaged better with my support and would have had better grades as a result if remote support was more readily available. Some days I would spend more time travelling to uni for my session than I would spend in the session and by the time I had returned home I would not be the mindset to do the work discussed during the session. It would also make attending sessions when ill or on placement so much easier.
19	Apr 30 2020 10:51 AM	I feel I am at a huge disadvantage as I am supposed to get help (an hour a week) support from student support but I do not benefit at all from online help. The funding I have been granted has been a waste. I can not work well online on online calls and chats I find it impossible and can not afford childcare (I have 5 year old twins at home) my studies has been effected as I can not get the help I need. Emailing back and forth isn't helping me to learn how to reference for example. I have been paying my sister myself to help me when she has the chance as she works full time. The situation is very difficult because of the virus and I have no childcare at the moment so I can't get time either. My anxiety is also the worst it has been.
20	Apr 30 2020 10:33 AM	For people who recieve DSA support who are doing a degree someone should think about remote learning as the person who is doing the support is going it on a one to one anyway. If students and the workers who are providing the support met up, this would not be classified as mass gathering. It is difficult for some people who require study support assistance online due to their conditions such as Dyslexia or mental health as using Assisted technology can

		be stressful for the student. I wish and hope that something could happen to enable students and support workers to be able to meet up so this current situation on lockdown would be easier. I dont mind our lectures being online but with the study support I feel that differs because with the support they give it enables people like me and other students keep in track of their degree. Some students need step by step process on how to do things. Hope this information helps.
21	Apr 30 2020 02:28 AM	I don't know how to use "teams" or "zoom" and I am extremely anxious about my exams. I have been ill and unable to study and we have had no teaching for so long!
22	Apr 29 2020 04:08 PM	I usually prefer face to face support. The amount allocated to me for ink is insufficient and this is now very obvious as I am now solely relying on home printing. This is restricting me massively and I usually prefer to read paper copies.
23	Apr 29 2020 01:13 PM	I am in the middle of writing my final year dissertation and really struggling with support. I am more a visual, engaging, hands on learner and Skyping someone who explains how to do it is really channeling for me. And only being able to meet with my ALS advisor once a week is very difficult too.
24	Apr 29 2020 10:11 AM	Mentor has helped me to work through some decisions so has been useful but being able to do any call at home and speak honestly is difficult
25	Apr 29 2020 09:38 AM	It would be great if I could speak to a mentor via video as if we were meeting on campus. Would help if I could talk to someone that would understand where I am coming from as being home during this lockdown is mentally draining.
26	Apr 28 2020 08:53 PM	I think not being able to be face to face with my support tutor will effect my grades of my over all course
27	Apr 28 2020 08:30 PM	My assessments are being significantly effected as I need to physically be in front of a tutor/lecturer to point to what I am having difficulty with, it's not effective emailing work over and discussing which part is needing clarified when I already have difficulty trying to explain clearly what I'm stuck on in the first place. It's not practical and I know I am going to fail my assessments.
28	Apr 28 2020 04:58 PM	I am getting supporting however, find it easier showing what I need support with. Whereas now I send it and have to find where and talk about it. I struggle with this whereas together can look at it together easier
29	Apr 28 2020 04:38 PM	I understand the unprecedented times that we are all in and how it has negatively affected my 1 on 1 support. Online support is not that effective and therefore suggest if we could be supported more on how to access the online materials .
30	Apr 28 2020 04:33 PM	Internet problems it's hard to hear the other person which is greatly impacting on my learning. For example we could do an hour and finish work now it takes up to 3 hour slots which is frustrating.
31	Apr 28 2020 02:46 PM	I feel that the meetings i book with my study skills lady are enough for me, as it gives me something to work towards every week or 2 weeks. I am very grateful that i can work on teams with my study skills lady as it is like having a meeting with her in person.

		I am very grateful for the deadline extension as that puts my mind at ease. which is good for my mental health.
32	Apr 28 2020 01:53 PM	I need support to carry out and complete my studies, although I find online support very difficult due to concentration, focusing etc it is better than no support so I am grateful for it.
33	Apr 28 2020 10:18 AM	Accessing Internet at home has been a disaster.
34	Apr 28 2020 09:35 AM	I was slightly annoyed as I actually asked for online study skills but was told it was unavailable so have not been able to access it for months, until COVID, which meant everything was going online and now I am able to have it? This seems to defy the point of DSA, which is to give the person the reasonable adjustments they need, and a simple act of moving my study skills online was not able to be fulfill for no rational purpose. I am very disheartened about this, and feel, quite frankly, worthless because if now its a norm it can be provided, then why was I told it wasn't possible for me despite it needing to be my norm? Really really disappointed.
35	Apr 28 2020 09:09 AM	I really enjoy the phone call and webcam set up of my DSA services. I would really like them both to continue as sometimes it is easier for me with my uni schedule and 2 part-time jobs to receive a phone call instead of travelling into uni for 1 meeting. It would be more beneficial for myself so I hope this is something you consider as an option after COVID - 19.
36	Apr 27 2020 04:22 PM	Despite the circumstances of Covid-19. The support I'm being provided by my DSA support worker is still effective on Skype. I'm still able to ask questions and get satisfying answers. I'm still able to show my work to my support worker through Skype. My support worker can still type up notes on her tablet to keep up to date with my work. So even though we're apart physically, I'm satisfied with the support I'm still having. It's like any normal session, except it's digital.
37	Apr 27 2020 03:26 PM	IT WOULD BE USEFUL TO HOLD THE MENTORING SESSION USING MICROSOFT TEAM, SKYPE OR ZOOM AS TELEPHONE CALLS ARE UNFORTUNATELY NOT HELPFUL AT ALL TO FOR THIS KIND OF SUPPORT
38	Apr 27 2020 02:41 PM	I find reading difficult at the best of times but when it's online this is worse. I find the amount of information, even for support, online is overwhelming. There are too many emails and too many instructions online and I find it difficult to find information and organise it and myself. My learning style is very hands on, I also find it painful to sit at a computer for long periods (due to injuries and ongoing health problems sustained in a previous career), which tends to happen as it takes me so long to make sense of all the information we are bombarded with all the time. If I keep moving I'm okay. I have signed up to work with one of NHS ambulance services as a frontline Emergency Care Assistant and this has put relevant context to my studies and I'm able to work with highly skilled Paramedics who have been able to coach me and allow me to practise. This has added huge & values weight to my studies. I find online & remote learning prohibitive and a barrier to my learning.
39	Apr 27 2020 01:20 PM	Online support is not good and not effective for me and I prefer one to one support.
40	Apr 27 2020 12:36 PM	part of my support was always online. it works well...
41	Apr 27 2020 12:07 PM	Extra online screen time and digitizing all my journals has exacerbated my fibromyalgia, especially hands wrists.

42	Apr 27 2020 12:02 PM	I have found it difficult to have DSA support as I do not really like phone calls or video calls, so have avoided arranging a meeting with my mentor
43	Apr 27 2020 11:37 AM	Online meetings and teaching are great, until you have a hearing impaired student like myself, then it becomes incredibly tricky for us to follow along with the class.
44	Apr 27 2020 11:30 AM	I have diagnosed ADHD, online learning is broken all my structure which is the most important for a case like mine.... I really need a university tutor or study buddy that knows my subjets and I can go 121 with that person because I can't go on at the moment like this.
45	Apr 27 2020 11:25 AM	I am unable to access the library- i can only access e-books online therefore i am unable to utilise the library's resources (books) a lot of books are not e-books. This is therefore meaning that my assignments are lacking a variety of literature which is unfair! I am unable to meet with my lecturers as well. Remote learning is not an effective way for me to learn as i rely on body language to convey meaning as well. The process of watching a video of the lecturer talking with half of the screen as a chat function is overwhelming. when i am trying to focus and process what the lecturer is saying i can not as messages are popping up. I prefer my study skills to take place face-to-face instead of online! I am fine with my mentoring to take place online as personal and emotional topics are brought up.
46	Apr 27 2020 11:24 AM	I am struggling with not receiving my support face to face having to use remote support is taking longer and eating into my support time . I am now worried that I will not have enough support time to complete my Studies use as required due to the difficulties using the online technology I am having not receiving my support face to face.
47	Apr 27 2020 11:19 AM	it has totaly blown my mind especialy with having autism , hate talking on the phone because i need things to be shown and explained to as i am a visual learner, my support worker is awesome , but i would rather meet up if possible , with the 2 meter distance thing as i am struggling big time as its the last year of my B A Hons degree and my computer is crap i cannot share any of my stuff with my support worker this is really stressing me out. so if you can sought out if i could meet up with my support worker soon as
48	Apr 27 2020 07:10 AM	It is difficult to complete studies without access to the physical books needed for my course. I struggle with online versions. I don't like talking to Mentor over the phone, I benefit more from face to face contact which is difficult during this time. It is also hard to talk over the phone when your privacy at home is limited.
49	Apr 25 2020 02:18 PM	Need face to face interaction and use of facility's
50	Apr 25 2020 12:57 PM	i am taking a break from my study's up to 3 months, As can not get my mind on study's to stressful with all that is going on. Also do not like my support having to be done remote. Not good for people with learning problems. can not get all notes down on paper so loss there i am at. Need it in person.

51	Apr 25 2020 09:10 AM	In question number 7, I chose Agree because for me it is always more helpful face-to-face support. Nevertheless, the remote mentoring sessions have been highly important during this time.
52	Apr 24 2020 12:40 PM	the support via zoom is wonderful although I am struggling with working from home and my motivation.
53	Apr 24 2020 11:17 AM	Support is now mostly online- skype and google hangout based. Which I am unable to use due to my condition.
54	Apr 24 2020 11:00 AM	I find it so hard to learn remotely. I have to have things printed out to really take in what I'm reading. Reading online is hard to absorb information. I've no ink left on my printer
55	Apr 24 2020 10:51 AM	At firsts struggle a lot with the online sort but am getting used to the new way of W orking.
56	Apr 24 2020 10:34 AM	if it wasn't for my study skills tutor and my counselling sessions, teamed with mindfulness, i would left the university or deferred to next year. i am not good with new technology, and this is not being accounted for in modules. if i was in university i would have accessed to the library and they could have shown me what was needed, or i could have asked a friend in uni to show me. i am really disappointed, i am spending thousands of pounds to be in uni and not getting the resources i am paying for.
57	Apr 24 2020 09:04 AM	As someone who struggles with attending(And was also behind on work because of that), remote sessions have actually made it easy to attend now.
58	Apr 24 2020 09:02 AM	Online and telephone support is helpful, but it doesn't compare to face-to-face.
59	Apr 24 2020 09:00 AM	Slightly different for me as was on year abroad so already accessing DSA support online
60	Apr 24 2020 08:59 AM	My course is supposedly practical based so it hard to work effectively through online lessons
61	Apr 23 2020 03:49 PM	I think that remote support would not be as effective if I was not familiar with my supervisor I think it would make me feel nervous calling someone new.
62	Apr 23 2020 03:41 PM	The inclusions team are excellent and provide vital support to me, often going beyond what is required. My health and wellbeing as well as academic progress is at present severely hampered and my mental health is affected. Remote contact is not a substitute for personal discussion, motivation, advice and support that I currently miss.
63	Apr 23 2020 02:22 PM	With the increased workload from a remote location in terms of pressure with online submissions and an impractical working environment I'm struggling to do my work to the highest of my abilities. I'm very worried the short time periods in between submission dates will negatively impact my ability to do well this year.
64	Apr 23 2020 01:59 PM	I feel like I am still getting my support with my work and it is just that I have to get use to the online video calling sites like zoom more but thanks for your concern and I will be fine and will raise any concerns in the future .
65	Apr 23 2020 01:31 PM	Distance learning is just so inaccessible to me as a person with ADHD.
66	Apr 23 2020 01:21 PM	Extraordinary times, extremely difficult for disability

Question 9 – Comments on Home and Family

	Response Date	Responses
1	May 07 2020 02:12 PM	COVID-19, destroyed my life mentally, financially, physically and created lots of problem with my study, foods, safety, security and lost my job, that is my basic source of life.
2	May 07 2020 01:00 PM	Caring responsibilities, access to equipment needed for studying from home/appropriate workspace
3	May 07 2020 10:59 AM	Study has become even more challenging since the beginning of lock down, as in addition to additional childcare, I now need to share my work area with my family as out house is only small. This is not particularly conducive to study due to the noise and disruption, but there is no other room suitable for working.
4	May 07 2020 09:38 AM	Changes to home life are impacting studies and significantly affecting my wellbeing
5	May 07 2020 08:47 AM	I need to be on campus to get my mind in the right place to get my work done. It's impossible when I cannot leave the house.
6	May 06 2020 07:35 PM	Having the same deadlines when I have two 8 year olds to home school and still work in the school is making me very stressed because by the time 4pm comes I am so drained due to my ME that I can't concentrate on uni work
7	May 06 2020 03:52 PM	As a single parent with a support plan I feel left to fend for myself. Distance learning is difficult. I dont feel that the contingency plans on universities is enough (2 weeks). Intercollation doesn't seem plausible. So struggling on alone to get a mediocre degree is disheartening.
8	May 06 2020 02:59 PM	Not having a quiet working space has really impacted me. I don't have as many facilities as I do at uni such as faster internet, library books, 24 hour library, more printing and quiet rooms
9	May 06 2020 01:11 PM	As an autistic student, the sudden change to my routine and what is now expected of me has been extremely difficult to cope with. I experience regular anxiety meltdowns due to the high levels of stress due to my first year not going the way I had mentally prepared for it to go. This has not been helped by the vague assignment briefs and the lack of in person support, which I rely on heavily in order to complete written work. I've found it hard to fulfil the expectations of my course while also having to cope with so many massive changes all at once. Without the support of my family, I would find it completely impossible to get anything done. Because of the nature of my course (drama) mentors and support workers are often at a total loss when it comes to supporting me in my studies.
10	May 06 2020 11:06 AM	I have been struggling a great deal with my anxiety. My 81 year old mother is having a lot of problem with her nighbours and not being able to help is impacting my ability to concentrate and relax. Somebody to talk to would be helpful
11	May 05 2020 03:50 PM	I am high functioning on the Autistic spectrum. At the moment I am living at home with my parents, who are providing all of the additional support, that I currently require.
12	May 05 2020 03:48 PM	Remote training and study skills session for myself are not something I like doing I don't feel comfortable, so I can't really access anything atm, as someone in reciept if dsa doing a remote session is out of the norm and hard

		to get head round it, also it's impacting as I can't use university resources I don't have access to thing like printer, ink etc needing these atm and the cost of them when I'm not currently out of work I can't afford to fund them and there not on my own requirements, online learning isn't very useful as not getting detail as you would in a lecture
13	May 05 2020 11:52 AM	I can not learn from home nor can I use the online resources properly and it has interference and also with 2 young children I can not concentrate
14	May 04 2020 06:20 PM	It has negative impact on my finances as well as I have to stay home as a result of the lockdown to look after my kids.
15	May 04 2020 09:35 AM	My desktop computer at home is constantly having issues that I don't know how to deal with. They then take a long time to fix - debilitating my ability to complete course work. I also can't afford constant heating which makes it difficult to maintain a constant working temperature. I am also struggling with the isolation, however I have recently been to the doctors and they have prescribed some drugs. I have always had issues with accessing the accessibility programmes originally advised for me, this didn't affect me when I could access the 'AccessAbility' centre at the university but now is.
16	May 03 2020 07:41 PM	The DSA support is nice because it gives me a chance to talk to someone other than my family. It is also giving me someone to talk to about the course and general issues. Due to the coronavirus situation, there isn't really many opportunities, other than my DSA support, to talk to people outside my household
17	May 03 2020 06:58 PM	I feel more assistance in how we should be studying from home (I am stuck away from my own place due to being unable to afford to stay where I live in London without pub work earnings for food income) is needed. I have no access to private space and have been unable to study because of this as my specific learning disabilities make focus my main issue and I cannot get the space or quiet I need.
18	May 02 2020 05:42 PM	The amount of work with lack of equipment and environment is unrealistic and I'm struggling to complete everything
19	May 02 2020 09:49 AM	Being at home has raised the stress levels during this coronavirus pandemic, some students live with family which increases the pressure, not being able to go out and take that space closes off the feeling of flexibility. Visual learners like myself are finding it even harder to keep up, with so many emails being sent by teachers it becomes overwhelming and confusing- especially if the materials are coming all at once as for some classes we do not receive the PowerPoints until a later date. We have recently been able to join conference calls which have been effective than uploading slides but this is too late as this has only started last week as assignments are due. I have not been able to order my equipment and have been told this won't be

		until after the virus now, equiptment should still be delivered as some students have until July to submit work so having the softwares would help as a fear of failing is stressing- as I struggle with numbers and graphs I have no support for that at all at this very moment.
20	May 01 2020 07:14 PM	COVID-19 and lockdown have affected every aspect of my university work, home life and mental and physical health. It has caused many many problems and barriers for me and many others. Here are only some of the impacts affecting me: Crippling anxiety caused by COVID-19 and lockdown has paralysed me and made my mental disabilities and learning difficulties far worse. Lack of structure, support, services and facilities, plus anxiety, OCD and mental upset triggering my difficulties with autism causing havoc and making it very difficult for me to function as I normally would. Family illness causing imaginable upset. Major family problems and changes due to lockdown. Already difficult ADHD and processing disorder have been made far worse. Additionally, due to lockdown restrictions, I cannot access any of my degree work which is stuck in my university room on campus, meaning I cannot access any of the work from the last 2 years of my university course (which I need to complete my coursework and upcoming exams - which all count towards my final degree and are also are required to pass into 3rd year). I cannot now access these critical materials and all the work I had previously done (which I need for my coursework, exams, final degree mark and place next year) I now cannot submit all this work and so I have to redo everything from scratch without any of my materials or resources and in a very short time limit with the added pressure and difficulty of upcoming exams as well. I clearly will not be able to do any of this to the best of my ability due to COVID-19 and lockdown and much of it I will not be able to do at all). I cannot now achieve the grade I would have been capable of and cannot complete other work at all (including all my exams). COVID-19 and lockdown could even mean I might not be able to get enough credits to pass into my 3rd year, which would be detrimental to my degree and my life as I could not likely afford the cost of money, time and mental health it would take to redo my 2nd year at university. University policy (such as the safety net) benefits students who do NOT have ongoing mitigating circumstances, but does not actually help students with ongoing mitigating circumstances, mental health problems or learning difficulties (such as me and many others) which may have prevented them from handing in work earlier this year. This is an unprecedented situation and should not be (but is) preventing disabled students from getting their marks and is hindering their ability to progress into the next year of study. There is so much more I could write about, but even writing this is very difficult for me. COVID-19 and isolation has affected my home life, my work life, my mental health, physical health, my family, monetary issues, access to structure, services and facilities, my access to my university work and materials from the last 2 years, my degree mark, potentially my place in 3rd year (and, by extension, potentially my degree itself) plus other factors. This has been disastrous for me and many others. Please help us. Please help students like me move forward into our 3rd year of university study regardless of what misrepresentative credit totals or

		numbers on a page say about our ability, as these numbers are not representative of our true ability and due to unique, unforeseen and unavoidable circumstances are outside of our control. We are trying our best in these difficult times. We appreciate all that you do. Thank you and very best wishes.
21	May 01 2020 05:14 PM	Other issues effecting me during the COVID-19 pandemic include responsibilities of caring for family at home who are shielding
22	May 01 2020 04:38 PM	Studying at home was hard and painfully but for my exam I got the chair needed to help my back support that really helping me, thank you even during this crisis for helping me.
23	May 01 2020 12:05 PM	I struggle to process information when reading, this becomes harder when there is noise around me. I would usually go to the library to study but as this is not possible, noise at home is having a huge impact on my studying. At home I live with 7 other people, so volume levels in the house is hard to control.
24	May 01 2020 10:23 AM	It has been extremely hard to get focused with Covid-19 uncertainty and concern for my mother who I care for.
25	May 01 2020 09:55 AM	On question 8, negative home environment is negatively impacting my studies too. I also wish to say that the support of my university has been amazing during this time!
26	May 01 2020 04:56 AM	Due to financial situation, I have been unable to pay insurnace for my DSA laptop - and now that's cancelled.
27	Apr 30 2020 04:23 PM	Just want to explain why I said neither agree or disagree. My specialist tuition is excellent and has helped me more than I could have hoped for. My mentoring just isn't working remotely as there is nowhere private for me to share my worries as my parents can hear everything.
28	Apr 30 2020 10:51 AM	I feel I am at a huge disadvantage as I am supposed to get help (an hour a week) support from student support but I do not benefit at all from online help. The funding I have been granted has been a waste. I can not work well online on online calls and chats I find it impossible and can not afford childcare (I have 5 year old twins at home) my studies has been effected as I can not get the help I need. Emailing back and forth isn't helping me to learn how to reference for example. I have been paying my sister myself to help me when she has the chance as she works full time. The situation is very difficult because of the virus and I have no childcare at the moment so I can't get time either. My anxiety is also the worst it has been.
29	Apr 30 2020 10:44 AM	I feel i need more meetings with my mentor, and some help to organise my time, i have got spare hours of support so have been using those up. I have been furloughed, so i am on less of an income than before, which was only just enough before, so i have added pressure of financial worries too
30	Apr 29 2020 03:52 PM	This has had a large impact on my studies as I have two children and now homeschool as well. I had planned on getting the laptop issues to me this semester but have not been able to as have had to keep emergency funds. All additional funds set up by my university I have not been able to access nor get advise about what help I could get as I do not work. I prefer to work in a classroom and have had to adjust to basically what suits some tutor, as some have to be very understanding and empathic to the situation and have tried to support as much as they can others have not. My support unit at

		University (regarding my support summary) have n't been very supportive, with homeschooling finding time to make enquiries is limited and when I seek help from them it is pretty much as if they dont know and I am sent in another direction. I had hoped going to University would be a joyful experience but the lack of support from staff who are assumed to be there to aid those in need (DSA students) has been shocking and very upsetting.
31	Apr 29 2020 05:09 AM	I am struggling financially as I am unable to work as l am considered as high risk of catching the COVID 19 .I am trying my best to stay on top of my course work but sometimes struggle to understand the online materials
32	Apr 28 2020 10:08 PM	On behalf of all students with and without learning difficulties and as a student myself, i personally believe that the university should allow all students to just pass the year and move to year 2 (due to covid-19). I say this because at home, we are already under a lot of stress. Many of us have to look after younger siblings whilst parents are working due to them being key workers. Our mindset is not there, meaning we struggle to focus on our studies and revision for exams. I have felt that my progression has gone down due to the fact that i am really struggling to cope with uni assignments and looking after the family. I myself, have health conditions and it affects my performance daily... I really wished the university could just hear the voice of us students. At the end of the day, we are gonna pay for our education. It is a shame because the university have only done 1 week of online teaching and that is it. This now means, we struggle for when it comes to exams, etc. The lack of support we get from lecturers is shameful. We are struggling with programming coursework and the lecturers are not offering any support to student who may struggle.
33	Apr 28 2020 08:16 PM	Currently at home with the family and we have the systems of covid-19 for five weeks. Finding it hard to work while caring for family members who have been ill for a while now. I am also ill and struggling to balance health and work. Need help to keep mental heath up when facing this, maybe being able to talk to someone at the univerisity.
34	Apr 28 2020 04:21 PM	Have not been in contact with my DSA mentors or university mentors as I've had to move home where I have no privacy to discuss mental health or other problems
35	Apr 28 2020 03:58 PM	It's the mental health aspect of my DSA related issues I'm struggling with - and childcare like everyone else with kids!
36	Apr 28 2020 03:42 PM	My 1:1 is a great level of support. But I was meant to finish my final placement on 19.06.2020, now this date will change and be unknown due to my placement being suspended due to Covid-19. This impacts my future career options and employability as well as my family financially. We do not meet criteria for any benefits so will be struggling should this delay go past the end of May, mid June.
37	Apr 27 2020 06:33 PM	the situation is causing me added stress, anxiety, and facilitates my poor coping mechanisms because of the lack of structure that i depended on to get what little motivation i could to handle the workload/reading(leading to a lack of focus and concentration). my home life is not ideal when studying, there are no libraries available so there is a limited time in which i can do my work in silence when i can focus and this study time tends to decrease

| | | without me consciously noticing when my mental health is particularly poor/or worse than usual.

i am taking all my willpower to try and be productive in order to not fail this year with exams and essays due next week whilst being paranoid every time my (key worker) parents go to work and about my elderly relatives living in italy. i know that my university has a no-detriment policy but if i still reap bad results despite it, im sure my mental health would not be get any better.

sorry if this felt like a rant but whilst uni work is a source of distraction from the situation, it also adds to my stress and anxiety, which is not helpful when the uni is expecting "answers produced in common invigilated examination conditions" to quote an email from my module convener that i received today. |
|---|---|---|
| 38 | Apr 27 2020 06:27 PM | As a student registered with mental health issues I would like to mention how difficult self-study and motivation have been for me without a daily routine. I find studying from home almost impossible as I am unable to compartmentalise in a space designed for my relaxation; using the library and campus is essential for my concentration. I am struggling to use online resources as my technology at home is not suitable. I understand that these are difficult times for everyone, but I think the university has assumed that all students at home are on an equal playing field, when in fact I think this is far from the truth for most students- especially those with mental health conditions. |
| 39 | Apr 27 2020 06:24 PM | I'm a single parent with children at home which is making time to study difficult.

I can't access any of the one on one support I could at uni now I'm at home.

And I'm not able to access books in the best format to support me and can't effort to buy all the materials and books.

The isolation is also having a massive impact on my mental health and I feel extremely low which is impacting on everything. |
40	Apr 27 2020 04:31 PM	I am finding it really difficult to write my assignments at home with kids and no access to teachers too is making everything really hard.
41	Apr 27 2020 04:22 PM	I live in a one bedroom flat and have nowhere to sit when doing my work other than my sofa or bed and it has resulted in me suffering from severe back ache and leg cramps. This is impacting my work.
42	Apr 27 2020 02:20 PM	I have left 9.5 hours of Study Skills and they will not be enough for me to help me to complete my remaining assignments as I have to do a research proposal, 2 other module assignments and dissertation. I am falling behind because my mother had a corona virus and I had to take care of her.
43	Apr 27 2020 12:47 PM	I have not chosen to work from home, I do not have the facilities or resources needed.

I'm also a mum and finding space and time difficult, I do not generally mix |

		mother responsibility with student life.
		My one to one support has directed me as required, and I have things in place for the time being. However, no one knows how long this situation may continue.
		Thanks for the contact and attention.
44	Apr 27 2020 12:40 PM	The most disruptive factor to my work is being back in a home environment where focus and motivation are difficult - countless others are undoubtably having the same problem
45	Apr 27 2020 10:55 AM	Coid 19 has massivly impacted my final year, disspointent and mental well being along with the ability to try a work from home with children and other factors of limet workspace enviroment is huge. the bility to have an exam from home is very srange and unsettling in the wrong enviroment.
46	Apr 27 2020 08:41 AM	Having my DSA equipment all set up at my university address then suddenly having to return home has adversely disrupted my studies. At my non university address, I have a lot less space and am limited to where I can study too. However, I believe this too applies for non DSA recipients too! And there is little support for them.
47	Apr 27 2020 07:18 AM	Covid-19 lockdown is having significant financial and academic impact
48	Apr 24 2020 06:36 PM	We have a small house and 3 children under 8. My wife has the only room in the house (our kitchen) that is suitable for a office space. She works 37.5 as a social worker and I have the 3 kids whilst trying to complete my studies it's an absolute nightmare. I'm also a key worker myself at a local supermarket in the evenings. I miss the face to face interactions with my peers and lecturers, my own time and space to study at a library or anywhere I can collect my thoughts. It's an impossible situation and is effecting everyones mental health. Even if the library could open to a limited number of people like the supermarkets that would be amazing
49	Apr 24 2020 05:44 PM	I am using my study support more, and my mentoring the same. My study support HERO has been awesome! she is helping me with my wellbeing as well as my studies. I really like getting to talk with my support people, its so nice to see people that are not my kids. They have really helped me with my focus and planning. It has been very hard as i have no study space so am working from my bed. I have 4 teenagers (2 with autism and significant learning difficulty), so talking to my support is time for me, some it to to talk about how i am, letting off steam, and really feeling ok again and ready to work. Some of the technical issues (with word), i would normally sort with my mentor, but learn as can see what i was doing wring, instead im emiling my document... its great but i feel a bit bad i am making the same mistakes as i cant see what im doing wrong..but they dont mind. They have really helped me emotionally and academically through this time. I am on a masters programme, so only one year..i have almost finished my last bit if wirk (my diss), and know i wouldn't have been able to do it at the level i am if it wasnt for their emotional as well as academic support. I am very grateful to them for being so awsome throught my studies that i knew i could trust them to help me at this time. They are awesome!!!

	Response Date	Responses
50	Apr 24 2020 04:09 PM	At the moment I am overwhelmed of going to work for paid jobs
51	Apr 24 2020 04:05 PM	Our family has had COVID-19 and both being sick and looking after sick family members has had a big impact on my ability to revise for my upcoming exams
52	Apr 24 2020 09:02 AM	Having the children who are awake 13 hours a day is exhausting and leaves me little time to study. I am worried about my course
53	Apr 24 2020 08:56 AM	I have made the decision to interrupt my studies and repeat my 2nd year because I am not able to complete my studies at home with childcare respisibilities
54	Apr 23 2020 06:35 PM	Would also like to mention that I have also been impacted because my auntie passed away during this crisis so I haven't been fully engaging in my dsa support during this time.
55	Apr 23 2020 02:13 PM	Looking after family members affects study time and concentration.
56	Apr 23 2020 02:05 PM	Other care responsibilities lack of quiet work spaces and extra stress and anxiety really struggling
57	Apr 23 2020 12:36 PM	As I am a single Mum with 3 children, I am finding it impossible to get enough time to study and compile essay's. It doesn't help that the laptop I have been provided with is extremely slow and often crashes. By the time thelaptop starts to work ok, I'm either too tired or the kids are needing attention again. It has got to the point where I don't even bother as it is causing too much stress and anxietyas I know I will be unable to finish my essays.

Question 9 – Comments on Technology

	Response Date	Responses
1	May 07 2020 01:00 PM	Caring responsibilities, access to equipment needed for studying from home/appropriate workspace
2	May 07 2020 09:09 AM	I have not received my laptop to help with study, as they are out of stock, so it is not different to any other time.
3	May 06 2020 07:50 PM	I don't feel like I am receiving proper support during this time. Making the appointments is difficult due to the extremely high demand and I dont find the video calls useful due to their being so many people online at the same time it keeps freezing or losing connection so a lot of time is wasted. The most support I have received is from my mental health support when i need academic.
4	May 06 2020 03:44 PM	I only get assisted technology. The impact of covid19 has added a lot of stress to my life making concentrating very hard as I suffer from depression and anxiety already.
5	May 05 2020 05:28 PM	My oral exam got changed into an essay. I was guaranteed to do better in the oral as writing is not my strong point and something I struggle with so I feel that it is unfair now that we are being marked on our writing skills.

My first module of my final year has been moved forward from september to now start on the 1st june whilst my placements have been cancelled until september.

Due to everyone being on the library site remotely it keeps freezing and crashing, |

		making researching for essays extremely difficult. Half of the research on the site is not relevant to what I've searched or isnt available through university meaning we are expected to pay for it. Our tutor is concentrating all her time on the 3rd years currently who have had to opt in so I am feeling completely unsupported and left in the dark with half of what is happening with my course. My mentor has informed me she is now off until september so can not offer me support during the summer months. My study skills tutor hasnt got back to me when I have emailed her regarding these changes to my course.
6	May 05 2020 04:10 PM	I didn't realise my DSA finding has expired - I haven't taken up getting the pc and printer and mentoring etc yet as there was a upfront fee required. I have contacted IT to see if they can try and repair my personal printer.
7	May 05 2020 03:54 PM	Question 8 I do not feel covers all areas that can impact a student at university during these times. An other option is required. I am a carer for my mother which has always had an impact on my studies which I have had very little support for . It is one of the key things as to why I am a dsa student as it increases my anxiety levels. I was supposed to have a mentor but because I am a carer I did not have the time to have a mentor which was inconvenient. I was also supposed to have an app to help me with my depression and anxiety, however the app actually caused me more anxiety so I had to reject it. My studies before covid-19 was difficult as the ability to use some of the equipment i was provided with would not work as lectures were always noisy. As I had difficulty taking notes in lectures I am also at a disadvantage as I have had to self teach myself a lot of the content as presentations provided by the university lacked a lot of information. Covid-19 has certainly made my anxiety and depression worse and my DSA has done nothing to improve it. If anything it is more stressful because I have nothing to support me during this time.
8	May 05 2020 10:07 AM	I like my computer training on line but it's not as good as when I am together with my trainer
9	May 04 2020 09:35 AM	My desktop computer at home is constantly having issues that I don't know how to deal with. They then take a long time to fix - debilitating my ability to complete course work. I also can't afford constant heating which makes it difficult to maintain a constant working temperature. I am also struggling with the isolation, however I have recently been to the doctors and they have prescribed some drugs. I have always had issues with accessing the accessibility programmes originally advised for me, this didn't affect me when I could access the 'AccessAbility' centre at the university but now is.
10	May 02 2020 09:49 AM	Being at home has raised the stress levels during this coronavirus pandemic, some students live with family which increases the pressure, not being able to go out and take that space closes off the feeling of flexibility. Visual learners like myself are finding it even harder to keep up, with so many

| | | emails being sent by teachers it becomes overwhelming and confusing- especially if the materials are coming all at once as for some classes we do not receive the PowerPoints until a later date.

We have recently been able to join conference calls which have been effective than uploading slides but this is too late as this has only started last week as assignments are due.

I have not been able to order my equipment and have been told this won't be until after the virus now, equiptment should still be delivered as some students have until July to submit work so having the softwares would help as a fear of failing is stressing- as I struggle with numbers and graphs I have no support for that at all at this very moment. |
|---|---|---|
| 11 | May 01 2020 01:10 PM | The laptop that given by DSA do not support the covid19 pandemic online study because my laptop cannot run software that needed to complete my dissertation. |
| 12 | May 01 2020 10:47 AM | Just really couldn't focus, (I have dyslexia and dyspraxia) I'm worried about my essay, it probably wasn't that good at all. I'm struggling to keep a schedule and I've become more unorganised at home. There is a problem with my laptop so I don't have any access's to the materials that helped with my disability at the moment. |
| 13 | May 01 2020 04:56 AM | Due to financial situation, I have been unable to pay insurnace for my DSA laptop - and now that's cancelled. |
| 14 | Apr 30 2020 10:05 PM | the biggest way the virus has affected me is in my studies. my lectures were compressed into a short period of time causing me to fall behind. i am now extremely worried about my final assessments. it is hard to get any help, online help just duos not work the same and my internet connection is not very strong. |
| 15 | Apr 30 2020 07:25 PM | I have yet to receive any of my DSA entitlement because the budget amount was queries by the supplier. Since the COVID - 19 Lockdown I have not been able to receive any of the supporting software i was assessed for. |
| 16 | Apr 30 2020 04:23 PM | Also my laptop as broken. It's gone back to the person that fixes it and I'm without it and unable to use university computers. |
| 17 | Apr 30 2020 12:26 PM | I'm finding it extremely difficult to write my essays and am not meatiness Any of my deadlines, due to the ergonomic equipment not been able to arrive. Due to not having a seat to sit on your lap tray and I'm able to do my assignments or even sit in my classes online for more than 10 minutes at a time |
| 18 | Apr 30 2020 12:04 PM | We have started a collaboration class for every module. Some times one can't log in or say something on the microphone. It is frastating & very stressful. |
| 19 | Apr 30 2020 10:59 AM | Eye operation cancelled due to coronavirus outbreak which is impacting my studies as the increased use of computer screens and need to read is painful. DSA training support is helpful but it still requires the use of a computer screen as do the software's that I receive. |
| 20 | Apr 30 2020 10:53 AM | Because of the restrictions placed on the 'level' of laptop supplied, my machine (after several hardware upgrades from the supplier) could just about cope with my uni work. It is not, however, designed to cope with online lectures, and writing essays using e-libraries. I would recommend that dsa reconsider the machine specs which are acceptable, given that universities are putting more and more up for remote access. |

21	Apr 30 2020 10:23 AM	The situation is seriously affecting me as due to it my DSA support equipment which would allow me to study effectively from home HAS STILL NOT BEEN DELIVERED!!! It's causing pain, stress and mental& physical exhaustion not having the equipment I need! I'm not likely to pass well if at all this module
22	Apr 30 2020 10:21 AM	The applications I got sent on a memory stick don't even work.. I now have to wait another week before someone can do this remotely.
23	Apr 29 2020 04:08 PM	I usually prefer face to face support. The amount allocated to me for ink is insufficient and this is now very obvious as I am now solely relying on home printing. This is restricting me massively and I usually prefer to read paper copies.
24	Apr 29 2020 03:52 PM	This has had a large impact on my studies as I have two children and now homeschool as well. I had planned on getting the laptop issues to me this semester but have not been able to as have had to keep emergency funds. All additional funds set up by my university I have not been able to access nor get advise about what help I could get as I do not work. I prefer to work in a classroom and have had to adjust to basically what suits some tutor, as some have to be very understanding and empathic to the situation and have tried to support as much as they can others have not. My support unit at University (regarding my support summary) have n't been very supportive, with homeschooling finding time to make enquiries is limited and when I seek help from them it is pretty much as if they dont know and I am sent in another direction. I had hoped going to University would be a joyful experience but the lack of support from staff who are assumed to be there to aid those in need (DSA students) has been shocking and very upsetting.
25	Apr 29 2020 02:19 PM	I will like to appreciate the initiative, As at the beginning of this year finishing this course looks so unreal because of my personal predicament, but my mentor believed in me , gently powering my emotions and being their all the way . I felt mostly she went over and beyond to provide and even fight for every support possible on my behalf , most time's people like her are not seen but such person should be rewarded. In my opinion she is the best thing that happens during this 3years of study - I wouldn't have been able to do it without her . Additionally, I want to recommend that the IT supports to DSA should be reviewed so that at least once or twice DSA students can have a re-orientation to some of the installed software.... as I felt I can do more by learning more even though my assimilation is poor it can be helped with re learning them again . Lastly, Thank you very much for the opportunity given to share . I hope it will be used indeed to improve the service.
26	Apr 29 2020 11:47 AM	I left my accomodation told I would return for practice after easter (which did not end up going ahead) and so left my printer/scanner and headset there. I do not currently have access to these so writing my assignments will be difficult. If not being able to access your own facilities was an answer for Question 8, I would have picked that.
27	Apr 28 2020 04:33 PM	Internet problems it's hard to hear the other person which is greatly impacting on my learning. For example we could do an hour and finish work now it takes up to 3 hour slots which is frustrating.

28	Apr 28 2020 04:16 PM	I have to pay 200 towards a laptop. If this was completely paid for it would help. I can't afford it otherwise because my husband has been off work with leukaemia.
29	Apr 28 2020 12:59 PM	Thank you to DSA who provided me with a printer since I cannot access the one at home - I know I have access to a tutor if required but I think that since lessons are cancelled and I find it hard to read a big mass of information on my own (nothing sticks) it would be good if we could have a professional in the subject to tutor us by going through the missed lessons and revision sessions
30	Apr 28 2020 12:56 PM	Really affecting the contact between myself and assessment centre to get a new laptop! Have had to borrow a friends laptop due to the assessment centre closing due to covid and I had no communication about it. Also in my last year of uni so finding it stressful as it is.
31	Apr 28 2020 10:18 AM	Accessing Internet at home has been a disaster.
32	Apr 28 2020 06:00 AM	If it wasn't for my DSA equipment. I would not able to finish my final year. So thank you for the help
33	Apr 27 2020 01:05 PM	All my uni modules have been cancelled. They are only delivered once a year, so COVID19 has delayed my whole Masters degree 1 year. My assistive technology session was cancelled before COVID19, and the rearranged session was cancelled because of COVID19. I have therefore undertook 8 modules from 12 without assistive technology(as DSA "forgot" to process my application for DSA last year). Fortunately as the modules are cancelled i dont require study support. But it has added a lot of stress knowing the whole degree is delayed, and i have software on a laptop i cannot use.
34	Apr 27 2020 01:02 PM	I recently got my laptop from DSA, but due to COVID-19 I didn't get a chance to get the training for the apps
35	Apr 27 2020 12:52 PM	The available resources, Assistive Technology, and hardware components that DSA provides are far from meeting the requirements for a student that needs support. How I can use Space Tools Kit (STK) or GMAT software on my personal computer to do my final year project? It is just not possible due to not having enough computer power and limited DSA support.
36	Apr 27 2020 12:30 PM	I was awarded a limited number of hours with my mentor. As a PhD student I need the use of my mentor all year round and work through the summer semester. This is not taken into account with the number of hours I have been given and am ultimately running out and have not been able to use my mentor down to the number of hours remaining, which would be a great help right now. Due to my financial circumstances I have not been able to pay for the assistive technology which is available to me, £250 is a lot of money, this equipment would have been very useful. Under the circumstances of Covid-19 the equipment would have been invaluable and needed more than ever.

37	Apr 27 2020 12:30 PM	I feel like I'm going to fail my course I get no support for university and also I'm still waiting for my laptop
38	Apr 27 2020 11:19 AM	it has totaly blown my mind especialy with having autism , hate talking on the phone because i need things to be shown and explained to as i am a visual learner, my support worker is awesome , but i would rather meet up if possible , with the 2 meter distance thing as i am struggling big time as its the last year of my B A Hons degree and my computer is crap i cannot share any of my stuff with my support worker this is really stressing me out. so if you can sought out if i could meet up with my support worker soon as
39	Apr 27 2020 08:41 AM	Having my DSA equipment all set up at my university address then suddenly having to return home has adversely disrupted my studies. At my non university address, I have a lot less space and am limited to where I can study too. However, I believe this too applies for non DSA recipients too! And there is little support for them.
40	Apr 24 2020 09:28 PM	Due to being an isolated adult with aspergers, alone in a city with no family and few friends. My computer broke a few days before lockdown and lack the finance to fix or buy a new one. Add in the lack of resources such as facilities and expensive materials/tools. I'm finding it difficult to progress toward completing a largely practical, bachelor of arts degree in product design. If it wasn't for the amazing staff at my university, I would have lost all hope of keeping up with the rest of my class. The term "I'm struggling" would be an understatement. However, I am persistent and all I can do is do what I can for now.
41	Apr 24 2020 07:55 PM	I have not been able to have support equipment set up.
42	Apr 24 2020 07:44 PM	i have difficulty using my DSA SOFTWARES because my hands are shaky and not steady. The only way i can be able to do my assessments is if the DSA provide me with a touchscreen laptop as an upgrade for easy manoeuvre of the different applications on the Acer laptop and for switching from my main assessments to referencing or to citations or paraphrasing etc I have sent problems issues to Mr Mark Pimm and asked for his support
43	Apr 24 2020 05:11 PM	Having a broken laptop has been a real struggle- especially now I cant borrow one from uni.
44	Apr 24 2020 11:00 AM	I find it so hard to learn remotely. I have to have things printed out to really take in what I'm reading. Reading online is hard to absorb information. I've no ink left on my printer
45	Apr 24 2020 09:59 AM	All my DSA equipment is in Durham but because of the speed of the move away I wasn't able to arrange for my larger equipment (i.e. desk, chair) to be moved. This has had a significant impact on my ability to actually study and have massively increased my chronic pain that comes with my condition.
46	Apr 23 2020 01:11 PM	If college hadn't lent me a laptop (without any of my assistive technology on), I would not be able to complete this academic year under current circumstances. My DSA supplied one is 5/6 years old, and not suitable for writing my dissertation on. 10/10 to the college, this whole situation would be even worse if I couldn't do my work!
47	Apr 23 2020 12:36 PM	As I am a single Mum with 3 children, I am finding it impossible to get enough time to study and compile essay's. It doesn't help that the laptop I have been provided with is extremely slow and often crashes. By the time thelaptop starts to work ok, I'm either too tired or the kids are needing attention again. It has got to the point

| | | where I don't even bother as it is causing too much stress and anxietyas I know I will be unable to finish my essays. |

Question 9 – Other Comment Responses

	Response Date	Responses
1	May 07 2020 09:16 AM	It has been extremely difficult for me to keep up with the seminars via the DLE and (please excuse my language) - I feel as though I am getting a bollocking every time I miss something. It feels as though nobody understands my difficulties with memory etc. I haven't had a leader yet that has accepted my request to record seminars and it's WILD - I would not need all of this equipment if I didn't have a memory problem due to Depression, Anxiety AND BPD/EUPD. I feel as though I am not being heard
2	May 06 2020 06:49 PM	It is difficult for me to answer as I have yet to recieve my assistive tech
3	May 06 2020 01:23 PM	I completed my exams a couple of weeks ago and I am now out on placement so am not using my electronic assistance.
4	May 06 2020 09:56 AM	I feel that I am not getting enough support to help me get through my studies, Which is stressful
5	May 05 2020 04:48 PM	Have not received my summary adjustments due to additional adjustments to assessments so it falling into a loop hole.
6	May 05 2020 04:14 PM	I am struggling to concentrate. And I have to do an exam from home which I'm also worried about due to the lack of support I get.
7	May 05 2020 10:35 AM	There as not been enough support at all i dont think.
8	May 04 2020 01:44 PM	Some prior communication offering added help during this time might have come across as better. I need extra support but I don't know what is available, what I am entitled to, or if there is anything you can offer that will help.
9	Apr 30 2020 04:36 PM	We need extra funding with money and help
10	Apr 30 2020 04:28 PM	I am finding difficult to get in touch with student finance to discuss funding. Getting in touch with organisations is difficult in itself. I am struggling with this rapid change with little to barely effective support
11	Apr 30 2020 04:24 PM	Are we able to get more support as I'm struggling to get resources therefore can't write my assignments nor revise for exams
12	Apr 30 2020 11:38 AM	Difficult time for all :(
13	Apr 29 2020 09:19 PM	All assessments have been cancelled so I have no work right now
14	Apr 29 2020 03:38 PM	Much of my work this year is coursework without much/any teaching, so not being able to go into my university is not particularly impacting the work I have.
15	Apr 29 2020 08:01 AM	exam stress

16	Apr 29 2020 07:44 AM	I worry that if I have to complete my studies next year I won't have support or transport to use
17	Apr 28 2020 09:30 PM	Simply wanted to say thank you for asking about how this has affected my time at university.
18	Apr 28 2020 05:16 PM	Thank you very much for considering us students who come under disabilities - i am feeling very isolated and struggling with exacerbated symptoms
19	Apr 28 2020 04:55 PM	The question about year of study appears to exclude postgraduate students - I am a PhD student
20	Apr 28 2020 04:44 PM	None
21	Apr 28 2020 04:29 PM	I am not sure if it is DSA related but I have major issues with my Counciling. I was meant to get 6 sessions and they did not inform me they were only giving 2. They signed me up for counciling over the phone without properly instructing me what was going on and my Counselor does not answer my emails. I feel like I can been conned into the sessions just to be thrown off the list. Really unhappy when I am dealing with serious anxiety
22	Apr 28 2020 04:26 PM	I am eligible for DSA but have been told I cannot get this die to the current pandemic. I am now in my final year and it was only last month I got a SSP put in place which should have been put in place 3 years ago. While I disclosed my disabilities upon beginning university, no support was offered even when I tried to seek this. It was not until I was a victim of sexual harassment that the university SVLO informed me about getting an SSP. Before this, the university completely let me down and made everything worse when I tried to seek support for my disability. I would really appreciate some advise about how to complain about this. Thank you.
23	Apr 28 2020 10:15 AM	I have developed other health issues which I have ended up in A & E
24	Apr 28 2020 09:17 AM	Very difficult to concentrate
25	Apr 28 2020 09:13 AM	Due to the current status and recovery from pneumonia I have had to take medical leave, but I'm still worried about my course work and time plan.
26	Apr 27 2020 10:29 PM	Due to the nature of my course, Masters of Fine Art, I have chosen to submit a deferral notice within the next few weeks to resume my studies exactly a year later, March 2021, from the recent closure so that I can complete first year in a clean, orderly manner before naturally transition to the second year in September 2021.
27	Apr 27 2020 09:22 PM	Technically, my work is finished, but....
28	Apr 27 2020 07:55 PM	Everything is just terrible
29	Apr 27 2020 04:36 PM	NONE
30	Apr 27 2020 04:23 PM	I feel like we've just been left
31	Apr 27 2020 12:30 PM	Please make the DfE aware that students are still being charged the full amount for their studies when the learning is not taking place. My 16 hour a week course has been replaced with a 45 minute Teams call once a week

		(haven't had one since the start of April). Feedback on my work has been infrequent. I have been furloughed and need to make ends meet. Thank you.
32	Apr 27 2020 12:21 PM	None
33	Apr 27 2020 11:53 AM	N/A
34	Apr 27 2020 11:34 AM	N/A
35	Apr 27 2020 11:28 AM	I also feel that the lack of interaction between my peers and myself has a major impact.
36	Apr 27 2020 11:07 AM	There has been absolutely no support whatsoever.
37	Apr 27 2020 06:55 AM	Due to the unprecedented times, I do not believe blame can be placed on the suppliers for not doing enough due to the fact it's never happened before. But it will be interesting to see what they do as a response now
38	Apr 24 2020 02:34 PM	The loss of structure and control makes things difficult
39	Apr 24 2020 01:35 PM	My mood is fluctauating between striving to be possitive and keeping my self safe from Covid-19 to not feeling like getting dressed, I feel this is due to not being able to leave the house to be in nature (only for food shopping or walk round the block) I am increasingly finding it difficult to consentrate on my final modules, as a mature student living alone i find myself constantly worrying about how will i pay my mortgage and household bills when I finish my 3rd year in the summer. Having no ability to gain employment once i graduate. Unable to apply for internships and to attend any Creativity events (throughout the summer months) to sell/show my work/creations is a big detriment. I know that there are unfortuantely a lot of deaths from this virus so i will continue to stay at home, i just hope that i am able to kick my motivation up the bum to complete my final module work.
40	Apr 24 2020 12:43 PM	I'm wondering if online group sessions or supportive strategies could be made available like the MoodSwings group sessions. I would find it useful to have somewhere to tune into and talk to someone or just listen in a group environment and make something or colour in something together whilst listening to music. If it is possible to create online sessions that would be great. The focus is on university work right now but realistically we need to have the tools to cope after than and when our mentoring ends.
41	Apr 24 2020 09:59 AM	All my DSA equipment is in Durham but because of the speed of the move away I wasn't able to arrange for my larger equipment (i.e. desk, chair) to be moved. This has had a significant impact on my ability to actually study and have massively increased my chronic pain that comes with my condition.
42	Apr 23 2020 01:36 PM	I deliver study skills support so I have tried to respond in view of how my students are coping and their experiences from feedback from them.

Appendix 2. Data from NMH Provider survey

Responses to the general questions asked in relation to the provision of your DSA support services through the Covid-19 period.

126 Provider Responses

1. What are your general observations of NMH support and training through this Covid-19 period?

I support students on the autism spectrum and it has taken a lot of time and patience to find out how each student can best access support ...a lot of trial and error . This has also been impacted regarding how organised each HE establishment has coped ...some good / some very poor .
The flexibility of non medical helpers have allowed the company to ensure the students still receive the support they are entitled to.
Things seem to have switched over to delivering remote support pretty seamlessly. Tutors and mentors are all working as normal delivering their support to students.
There has been minimal support due to face to face lectures. We have tried to accommodate remote access but this hasn't always been possible. This is due to Universities not taking up our offer of remote services.
Becoming even more significant for students who do not have the same level of face to face access they had with academic staff whilst still on campus. Engagement has remained high and DNA levels generally very low.
Initially students dropped off the 1st week that we closed down, but then attendance is usual. We spend longer in sessions discussing wellbeing and mental health (SpLD sessions) than usual. Some students are finding remote learning and support difficult and one finds it so hard they cannot engage at all. Those with ADHD have now significant issues concentrating. On the plus side, as we have not managed to get lecture capture before, we are now able to record all lectures and support sessions which is being really helpful to all students. Training: Training for CPD is tricky as some has been postponted until after our next audit is due, but we have paid for it out of this years budget meaning I am having to source free CPD for this year instead and the staff I wanted to have specific training to increase their skills are not able to have this soon enough. There is a huge amount of free training being touted around but little is SASC accredited CPD and it is taking time to sift through what is good and bad. Not enough guidance on the framework as to what is considered quality for direct CPD. I realise it doesn't all have to be SASC accredited, but what level?

One vulnerable student has had to pause their postgraduate qualification due to not having a suitable working condition at home. Some other students are still waiting for clarity about their courses and as a result are not having any support.

Our professional body xxxxx is very supportive with ideas, resources, meetings and shared information and updates. The agency I work for offers little support

I have not received any support or training

There are many alternative ways of offering support - Assistive Technology is available.

Students very much still needing support

Good ideas

administrative tasks doubled, supporting student remotely is achievable if student already been met face to face so a relationship already been built

Much has halted due to social distancing and practicality issues.

Not all students have a strong internet connection, particularly those who have returned home from university.

students will suffer from lack of face to face support.

Students are so overwhelmed by covid19 that is is really difficult for NMHs to focus their time with students in the boundaries of their role, eg you can't do study skills only, you also have to spend time understanding what access they have to equipment/broadband etc to help them progress their essay. Mentoring is a very specific role linked to overcoming barriers to learning too but it is necessary to deal with additional current concerns before focusing the student on those study barriers (we have students who are currently balancing childcare with attending lectures, who need to share a room with others so can't engage freely so talking through barriers to learning also includes these frustrations).

Disruption ameliorated by ability to give remote support, however many students had not completed collection of data for projects and had poor communication on how their projects would have to adapt, causing stress. On the whole most students seem to have coped well using IT for communication with uni and NMH provider.

Students are generally keen to carry on with their NMH support remotely, to provide continuity at a crucial time in the academic year.

Lots of training taking place online so it's a good opportunity to up-skills. Our SWs are well supported as they work within a university so can network with each other and have access to competent technical support.

I feel that as a tutor I am more busy due to students having extensions. Some have noted that I am the only 'outside' contact that they are having as their lecturers are not providing online learning. I do feel unsupported by my agency as I am not easily able to contact any staff. This is worrying in case I have safeguarding concerns or problems I can't answer from students.

This process has been manageable with a few students struggling with change. Changes in support has mostly impacted students mental health and emotional well-being with many students feeling

extremely isolated.

Due to staff sicknesses from covid-19, many students have had a change in support worker but coped with operational challenges.

Students are generally using more support to complete academic work as there is a need to feel the gap on expectations.

Approximately 10 students out of 450 are unable to access support as remote delivery adds to their anxiety and need face to face interaction. Other possibilities of support have been offered but not suitable to meet their individual need.

Our service has inevitable changed and become an online one. I am uncomfortable with this because I've always felt that face to face support is much more successful and it's important to engage directly with students. However, we need to be pragmatic and online or telephone support is all that we are able to offer. My concern is that students will be less likely to engage with the support and that new students in particular will struggle to bond with a mentor remotely.

Difficulty with online support.

Actually I am not in many cases the provider of support, as I work as a consultant for the xxxxx. The University has been very good in helping us to learn digital platforms and new ways of wroking with students.

Adequate support is available. There has been no training, but information regarding remote online support is available.

Most of my original students are not engaging with remote support, and having to muddle through. I anticipate their grades being down this year.

NMH support is continuing very much as normal within our institution, albeit remotely. The students who access support regularly have continued to access support remotely and it has been working well.

Take up by some of my students has been very good, whilst some have not yet responded. Students taking up online support have mainly been final year students with big projects due in. The sudden change may be a cause for lower take up, for other year groups, or as it was Easter holidays it is normal for students to not take up much support over this period of time. On the whole, the students who have taken up the online support option have found it very helpful and the response has been very positive.

The response of xxxxx agency was excellent. When Coronavirus first appeared in the UK, they advised us we could provide online support if the student requested this. Following the Government's advice to work from home wherever possible, they gave clear instruction that face-to-face support was suspended. They acted in the interests of safety for staff and students. In contrast, xxxx agency sent emails out encouraging the students to meet with support staff. I feel very valued by xxxx. My fear was that if a student were self-isolating, they would forget to tell me, and I would then be in contact with other students. This actually was the case twice - I found out at the end of the student's isolation period - and thankfully by then I had been working at home.

Not aware of any advice for SpLD assessors such as myself.

Students with SpLDs seems to more stressed than usual, as the physical access to libraries and tutorials has been replaced by online training and access to e-books. They report needing more time than usual to prepare for assignments.

We are working online. It is more tiring for student and staff, as would be expected.

Students are still booking one to one support sessions and seem happy to use remote ways of meeting tutors. It is more time consuming for the tutors because of slower internet connections which means that simple things like booking students into the diary and sending booking confirmations are slower than usual. It strikes me that it would be useful for SFE to relax certain rules about what they will and won't fund. In normal circumstances, they will not fund email support. However, I think there is an argument that during Covid 19, email support should be funded. For some students who have attended face to face support for 2 years, email feedback on written work can be appropriate because they can draw on what they have learnt through previous sessions to make changes to their writing without the need for detailed explanations. Students are certainly asking for email support.

NMH Support is generally preferred face to face by my students, however meeting online is better than no support.

Business as usual

It was very difficult to get people set up during the early stages due to varying levels of IT proficiency, access to computers and suitable working spaces within their homes. But support workers have generally embraced the remote working and are delivering crucial support to vulnerable students during this incredibly challenging period.

Students who have sound IT skills are accessing study skills effectively. Students with poorIT skills are working less efficiently than face to face. Some Students and those requiring mentor support are struggling with change, stress, Unknown's etc and need more support than usual

It has been suspended

General peer support and info from xxxxxx but little other

Continued professional development training has mostly transferred to a virtual environment. For individuals with dyslexia there is limited support using various media for tuition. Some organizations are delivering support to parents and caters, but this is a postcode lottery.

Working via Skype is fine provided that you also have a separate computer so that you can be looking at documents together

I have received no guidance re the safety implications of working 1:1 remotely with. Students who I would normally only meet on campus in public areas (libraries). I feel quite concerned about this as this support is now taking place essentially in my/ their homes unmonitored. I have had no training or additional support in working remotely or in dealing with additional mental health implications for either myself or my students.

For most students, support can be provided effectively remotely

Excellent

Specialist mental health and AS mentoring on-line: Difficulty in getting additional hours agreed with SLC (refusing or asking for further information) not recognising the impact on mental health and on studies. Students are isolated, more anxious, stressed, increase use of drugs and alcohol etc. Greater risk amongst students due to situation, therefore more paperwork. HEIs requesting greater monitoring of their students and therefore more paperwork because they cannot monitor through attendance at lectures or tutorials.

Some students are finding it hard to get in contact with DSA/SLC and get a quick response.

Lack of understanding by SLC where a telephone may be needed to use as a student cannot engage with remote video conference because of mental health condition e.g. schizophrenia where screens can trigger intrusive thoughts or audio intrusion.

The transition to remote study skills tuition went fairly smoothly - minor wrinkles to sort out at first, but now okay. Not as good as in person support, but as a means to continued support it is working well.

Students who access the service the most and are reliable have received the best support and maintained better contact. Especially 3rd Years.

This is quite a complex question- from a staff development point of view I think our staff have gone through rapid up-skilling in becoming more conversant with technology to enable remote meeting. Their CPD with Zoom, Skype and our own Brightspace Virtual Classroom. Students are not always enthusiastic about remote meetings and many prefer meeting in person. The availability of training has been good, but there are so many different platforms that it has been at the cost of a great deal of staff time.

Students are almost all experiencing heightened mental health challenges and are all almost all experiencing problems with time management and motivation.
Whilst remote working is a useful option, some students have very poor wi-fi and other problems with technology and so this can be challenging and difficult for both student and tutor.

Students are finding remote support just as helpful. We are not as busy as this time last year in spite of having more students. Students that are not booking as they normally would are those where their University has cancelled submissions of work, lectures etc, or are slow to move things online

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Students are adapting well to online support, but finding motivation difficult in their home/lock down University environment. Some students are becoming reluctant to go out and are experiencing difficulty coping with the uncertainty of time scale. One student has expressed increased intensity in OCD/ADD symptoms.

As xxx do not have all equipment needed. Paperwork load is larger than before. No pay for hours of extra work but gone extra miles for students. Some students v. Stressed and taken while to adapt.

Some courses have moved online but other essential courses have been cancelled and will not now run before September at the earliest. This is frustrating as it prevents me completing planned CPD.

NMH support is continuing remotely. It is not the preferred method of each staff member of student but everyone is being flexible and adaptable at this difficult time and we are supporting staff by up-

skilling them on remote support platforms such as Zoom, Google hangouts and Skype. It is very useful that SFE have now accepted telephone support as a viable method of delivery as not all students feel comfortable with video-call.

I am a specialist mental health mentor working for one university directly and another via an agency. Some universities and agencies are providing extra support and guidance for their NMH workers around shifting to remote support for students during this time. There is no specific training that I've seen yet with the universities/agencies I work for.

The students are keen to continue study support sessions remotely.

students dropping off from service due to stress/family needs; a few clinging on desperately have become well adapted

I think it can be quite challenging for staff providing support as it is quite labour intensive to complete the supporting paperwork in relation to internet access and backing it up remotely. Furthermore, it is quite challenging the intensity when working alone and clear barriers need to be in place as students think you are always available.

There seems to have been a fairly seamless transition to online support for NMH support. I have had no involvement with training so can't comment on that.

It's quite tiring to do well, but absolutely vital at the moment. It feels like the support is one constant for our students when nothing else is normal.

The majority of students have engaged with remote support with variable feedback on the effectiveness for some students. For many students who have had their studies severely disrupted, and perhaps are dealing with other Covid-19 restrictions pressures, their DSA support is a helpful constant. We are noticing a higher proportion of shorter support sessions, perhaps 30 minutes, but more frequent than usual.

personally I have not received any direct communication from SFE, although I have had replies to my email queries.

Initially, confusion around what we were 'allowed' to offer; remote online support, telephone, instant messaging, and how to administer any paperwork required for funding surrounding these options. Training came in the form of shared information from xxx, other mentors and MH advisors known rather than formal training as such. Everyone, without exception, was conscious that this may impact on our students quite significantly and therefore keen to continue supporting those in need, even through the holiday period

I have received a very mixed bag of advice/guidance/support and lack of, depending on the Company concerned as I work for several Agencies.

All staff have been on a steep learning curve and are being very supportive of each other, despite remote nature of working.

The service at the university is not registered as a distance provider of support and as such the move to a remote support model has involved a high level of staff development and support. It has been difficult to get clarity in relation to the potential options for the service in terms of invoicing support during this period. Consequently support has been delivered directly to students and the service continues to offer a full support offer. Some students have had challenges related to ordering equipment and progressing applications and the service has supported them to navigate.

The volume of appointments has increased significantly and the admin required takes more time to fulfil, potentially reducing availability of NMHs

Overall I have experienced an excellent quality of contact with my students via Skype, utilising Google Docs, with only one isolated incident of poor connectivity. It is my perception that this remote mode of support works well if there has been a sound, established working relationship, even so it can be less easy to pick up on facial cues, postural cues that indicate the student is finding the work a concern. Knowing the student well does help enormously..

There is free training and free resources being provided at the moment which is good

The majority of students have taken up the offer of remote support and seem to have transitioned well. Some students were having remote support anyway and so continuation has been xxx.

Students have adapted well to remote support and some students prefer this method of delivery.

Tutors and students have been very quick to adapt to the new mode of support for study skills. Students are very appreciative of the continuity of support (same tutor, same day & time as usual).

Technical difficulties – both differing levels of technical ability and access to laptops, software and a reliable wi-fi connection. It is causing a lot of anxiety with both staff and students trying to make unfamiliar technology work and this is off-putting for students trying to access support and is also eating into staff/student time trying to work around these. For study skills tutors, there is a lot of onus on being able to share work, look at documents together etc. and this has been challenging if the right software package is not found or students do not have the equipment to access this support. We have had a few students commenting that they do not even have access to a laptop.

We have made the transition to remote support fairly well with most students accessing regularly. Some students need to have shorter sessions when working remotely and we focus on quality of the session for them. A number of ASD students have found remote working challenging (with some choosing not to engage at all). This may be due to the level of change and/or the challenges of communicating remotely.

Students require more time management than usual

Most students don't want to train online, and would like to wait until face to face training can be done.

None received or needed

Students continue to appreciate and use the service and engagement patterns are similar as before. Students themselves appear far more frustrated, struggeling academically and worried about whether or not they will be able to finish their(final) year. Some have technical issues, e.g. no signal or signal in garden only which has led to cancellations on rainy days.

Support must carry on, especially as now we are are finishing the 5th week of confinement, the mental health of some students is now starting to deteriorate

Most of our NMH support seems to be carrying on as normal. Some tutors have said that students don't like remote video contact and have asked if the restriction on email contact can be lifted. Some of the tutors have found delivery over zoom more tiring than a face to face session. There have been some communication difficulties with students sometimes, and it feels like the whole DSA process is

slowed down. It feels like we might not be receiving notifications from SFE in the normal way. Sometimes students seem to have received a notification and we haven't, so if they don't tell us we don't know that they have heard back. Doing induction sessions with students who are newly funded for 1:1 support, and getting documents signed, such as consent forms, is more of a challenge. Some students are also not really understanding how to sign timesheets via email.

ASD student are particularly struggling with the concept of distance learning. anxiety levels are raised

many students have much more to do in terms of exams and assignments.
Those with children at home struggle to find space and time to talk to me.
As a support worker I need to be very flexible regarding my availability.
Plus students need a moment to say how they are coping.

Fewer students require support because they've returned home and no exams to sit. Of those who still require support, some have an increased need due to increased stress and anxiety because of lockdown

Students are needing more support but online meetings seem to be working well - with the ability to use a variety of tools and communication methods to suit each person - rather than face to face (which is not always best for some students on the autistic spectrum). The issue with signing timesheets remotely (and asking them to send an email confirmation) is an extra hoop to ask them to jump through at this time. Getting students into a new routine that suits them has been important, as well as learning to access online materials, timetables and communications at the right time - to plan ahead and check places they hadn't considered before.

We have been able to provide support remotely via Microsoft Teams and hold study sessions that way, either using the phone link or the video call function.

For a lot of students the remote support has worked well for students as we have been able to fit in sessions around their family time and work life as well as being able to put in a session fairly last minute as it is an easy connection. The students who have struggled with the support have been those on the Aspergers or Autistic spectrum as they have found it harder to engage with the remote support .

Generally running OK but a struggle sometimes getting signatures from students via emails etc
I have seen a significant decrease in numbers for Assessment provision.

Not really followed the support information. Just proceeded with Skyping instead of face-to-face sessions, doing my best to support students with technical and other stress issues.

This has meant a rapid transition to remote support which does not appeal to some students and staff find very challenging particularly with the array of platforms and skills variations of staff. There have also been equipment shortages as many staff are not automatically classed as home workers.

I feel that the students are fine with having their support through Skype, as well as liking the flexibility, & feel safer

I have observed how well the NMH Support has been managed by the staff to turn the support in to remote sessions. Although staff have been able to offer the session like this in the past, it was seen as something to be used in exceptional circumstances, but I hope that this can now be something

that can be used whenever needed or preferred by the student. I do think that it is a shame that email support cannot be part of the remote sessions as some students have been asking for this alongside their sessions.

Good guide line's and support if required.

I have been called upon by students to provide more support than I expected during this period and I deduce that people are driven by general anxiousness about these times.

I have had success with one student, she has many hours and we meet more now using Zoom than we were able to before, face-to-face. My other student is responding to any of my emails or texts so have been unable to support her.

Some possible on line depending on type

Xxxx University is not a registered supplier of remote NMH support, previously having the facilities and in-house staff to successfully run face to face provision. In response to COVID-19 government advice we migrated all student support into a virtual environment. This is a radical change for our support workers and students

We have found that due to very differing approached by universities the experiences of our students has varied greatly. Many of our students have felt very isolated with little contact from their courses tutors etc. This has meant many students have been using their support up quicker than they would normally.

Everything has slowed down substantially and only a few students are making use of their support. Some students have found the shift to online lectures helpful and have continued to make use of notetakers and specialist support professionals, but other students, perhaps those more able, have taken this opportunity to work more independently. I know the support workers themselves have found the distance has increased the amount of admin they need to do but with our support they've been largely finding this manageable.

We are delivering support on Teams and students who are more motivated seem to be coping well with this. I am concerned about students who struggle with engagement and motivation because they may be struggling but unable for whatever reason to reach out and ask for or accept help.
I am very concerned about how DSA NMH workers are employed (essentially zero hours contracts or sole traders - for very highly skilled individuals) - they have lost considerable hours and income and there is no scheme to address their financial losses. I just hope we don't lose too many good ones through this difficult period.

The majority of students have embraced remote working. They appreciate the structure of maintaining regular support sessions and providing additional encouragement and emotional support. There have been issues with effective enabling technology training remotely - this often doesn't suit the learning style of the student.

- NMH providers reacted very quickly to adapt to remote provision and share practice across sector.
- Remote NMH has been well received by many students. Expectations may have been raised about this continuing as the 'norm' rather than exception in future (where preferred).
- Many students will require an extension of their DSA end date, in-line with Universities extending Summer term and submission dates. It would be helpful if DSA can automatically extend DSA end-dates to August 2020 for final year students.

- Delivery of successful remote support relies very heavily on technology. Students who don't have necessary equipment or IT skills can be excluded.
- Delivery of in-class support relies on more joined up working between student, NMH provider and University staff (i.e. to arrange access to online teaching platforms).

As providers of AT training, we have found the move to remote provision to be relatively easy. Our trainers have been very busy since the start of lockdown and continue to be so.

Most students are engaging with online support well. A couple are not accessing the level of support they need.

Most of our service providers are remote so Covid19 has had little impact. Our internal training is remote.

support has dropped considerably as students do not have a routine a

This should be our busiest time but it is really quiet. The reason is that the students are not motivated to take up support as the Universities aren't motivating or encouraging them to study. When they do take up support they realise how useful it is. All parties need to encourage them to take up remote support (SFE , Unis, Needs Assessors) as it is one thing that will continue to helpo them and that does not suffer quality wise from being performed remotely. Face tio face cannot be done social distancing so it is vital remote continues and that students are encouraged and able to acccess it.

Challenges around IT platforms, signing of timesheets, staff availability issues due to home-schooling and home space issues, availability of appropriate online training, lack of guidance in relation to audit/QAF requirements for CPD etc. Completing invoicing cycles and dealing with subsequent queries is proving difficult because of record keeping systems. Maintaining quality assurance standards and consistency of service remotely can be difficult at times. Concerns over budgets, financial impact and staffing levels for the next academic year

NMH support has continue in a high percentage thought less than in previous years but higher than expected. Attendance has improved as students seems to really like remote teaching even more. Training is not really happening at the moment during March and April.

Our in-house service in a university has moved seamlessly to a remote model so there has been no impact in terms of NMH support being on offer and available to students.

The number of student who were already engaging in DSA funded support has remained fairly consistent with the exception of a couple of drop outs. However, we're seeing a lot less new students taking on DSA funded support despite our attempts to promote it.

There has been a lot of training on offer from the DSA but mostly, I feel, because they are under pressure from product-makers to publicise their wares. I don't feel this is appropriate, partly because I already know about the wares and, in most cases, don't find them useful but mostly because it is not for me but for the needs assessor to ensure the students is considered for these kinds of products. I am not sure if the DSA are affiliated with the NMH. If the aren't, then I am not aware of NMH support. My understanding is that NMH had disbanded.

Students do not want to access support online as they prefer face to face contact

I think that the support has worked surprisingly well. In fact the students seem to value it just as much in a different way. Many of their assessments and deadlines have changed, much uncertainty and they have valued having someone to talk it through with, on a regular basis. Changes were not immediately clear , nor were they made through one decisive event , but emerged over time. Every single one of my students , except two, wanted a regular " contact/meeting slot" each week.

Majority of students and support has moved online successfully, I think for many students their NMH support is providing continuity whilst most of the other areas of their university experience has changed. My concern is hard to reach students who don't have a support network and are on a low income, these students are at higher risk of not accessing support or learning materials as they have not have the encouragement or tech in place.

In house support and training has been good for support workers and tutors.
Staff have undertaken webinars and online courses that have been offered externally.

The fact that support can be provided online has proved to be important to many students, many feel detached from their courses and do not feel comfortable speaking to academics or peers virtually so being able to continue their NMH support keeps that contact with their studies going. Online training is available and sufficient.

I have had to think creatively about other ways to support students when I am no longer able to sit next to them and review and discuss their work face to face. This has required much more preparation before remote facetime sessions reading both their work and their research papers to understand their work as they can no longer explain it in the same way remotely. I have asked students to email me the information prior to remote sessions in order for me to prepare and make our facetime session efficient as I have already had a chance to see, read and digest their work and the learning outcomes they need to demonstrate.

Everyone, including students and NMHs have been very 'wobbly' during this uncertain time, with an overload of extra training which has left me, an NMH, completely exhausted-in trying to meet everyone's needs. I have not had a break, which I desperately need; my role has doubled into that of a Mentor, as well as my main one as a Study Skills Tutor. I am a FDG, of 30 years standing and have found the role exceedingly challenging-but one I will continue to provide for my much deserving and conscientious students.

After a period of adapting, students seem to respond well to the offers of online support

Many students have felt anxious/worried about the impact of the Cov19 restrictions on their degree course, degree classification and future employment. Many have also felt concerned about their health and vulnerability to Corona virus. Many students have found the social isolation and lack of face to face contact with friends to be difficult and have felt low in mood, frustrated and anxious. The majority of students that I support have asked to have mentoring support sessions during the Easter break - this is exceptional. in previous years most students that I have worked with did not require support during university holidays.

Most learners have embraced the opportunity to continue learning remotely, for one student with autism who has struggled for many years, the new way of working has been a godsend. He is

doing better now than ever, however this is the exception. Many are struggling being in isolation and accessing the full range of support and problem solving that they usually have.

Staff have attended webinars to help progress their support of sensory impaired students now and at a later time. Staff attend online meetings with colleagues where they are able to share ideas in how to support individual need. Safeguarding of staff and students has to be a consideration and risk assessments have been carried out and regularly updated.

All of my students studying is continuing online and they all seem to be dealing with online support well via Skype and zoom

1. Our students value the person-to-person contact which their support represents, over and above the content of that support.
2. Those who have had their exam formats changed at, obviously, short notice, have wanted both to seek reassurance of their abilities to tackle the new formats and to practice the new formats. Some of those formats are inimical to the needs of SpLD students, eg short MCQ or longer Extended Multiple Choice questions which cannot be printed from the screen to be worked on.
3. For those new to online delivery, the challenge has been to remain focused on the material presented when faced with a home environment which may not be conducive to study.
4. Many have felt more isolated than usual and so the 'safe place' they find within a study skills tutorial setting has become even more important.
5. All have talked about the difficulty they face with the lack of structure to their days/weeks implied by lockdown.

2. What are your observations, and feedback from your support workers on remote online support for your students?

Positive
A lot of time spent on setting it up and trialing different things...encouraging communication from the HEI ...all unpaid support work for me personally .
Remote online support has given relief to both the support workers and the students, it has allowed them to remain safe while still receiving support. Remote support have allowed the students and staff to keep to routines and 'normality' which during this time has been extremely helpful.
The vast majority of support workers are not having any issues and if anything are finding life easier with not having to travel. Students seem to be happy with receiving their support 'virtually' and only a small number have said they would like to wait until they can be seen face to face, in person again.
With one university we have achieved this through several online sessions, and it is certainly an area which is opening up new opportunities as it woods effectively between student and interpreter.

Use of Zoom meetings for most appointments has proved very straightforward and very effective for Tutors and students alike.

Mostly around the difficulties with being fully remote. Many are hugely missing the personal thing of face to face and we are doing are bet to provide the same quality of provision. Issues with some students not having internet, computer etc and lack of quality internet. No great difficulties as an overall picture.

The main problem is students accessing the online delivery, although the problems have always been overcome. Students with the autistic spectrum and ADHD are finding the sensory overload difficult.

Varied depending on what University they are attending

N/A

It's not quite the same - they prefer face to face contact, but it is better than nothing.

Remote online support is still really helpful in supporting students at this difficult time. The technology has been a steep learning curve for both student and tutor.

N/A Private provider

Students have engaged less, income has dropped due to the structure of campus based activity being absent.

As we do ALL our support via VIOP such as Skype, VSee, Zoom) students are very thankful that they were already accessing support this way and familiar with how it works and had sessions booked in. They felt "well equipped or ahead of the game" re accessing support via DSA and uni.

Uncertainty with course end dates, graduation and whether to opt in to extended placement or early registration and delayed placements (thus course end dates) has been v stressful and anxiety provoking for many students affecting ability to study, focus and concentrate. This means some sessions are longer than usual and some are having 30 min sessions but more regularly.

It is massively appreciated and welcomed however it can be completely overwhelming explaining it all to students.

Remote support works OK, although it is hard to pick up body language which may indicate whether I am going too fast or slow, or whether or not they have understood what I have said. Buffering is off-putting and affects communication.

Although face-to-face support is preferable earlier in the academic year, Skype and other remote support has been quite good for working on essays and other assignments.

Technical problems are the main obstacles. The SWs are now set up with what they require; some of the students lack access to suitable equipment.

As I was already providing some online support for students with flexible timetables, I feel that I am operating as normally as can be expected with my students.

All positive.
Students are picking up more support sessions.

Support staff are able to deliver more support as student timetables are more flexible and no travel involved to various campuses.
Mentors are finding that students are mixed in their responses with some being uncomfortable speaking remotely and others finding it much easier and more flexible. It is certainly easier to accommodate times since a room does not have to be found.
technology, accessing students, student motivation / understanding the tasks / keeping to time & deadlines
Generally it seems to work well for one to one tuition. Ther are more problems with group sessions because it is hard to see everyone and hard to read social cues, like, when it is your turn to speak.
Under the circumstances and for most students, online support works well. Some students are not comfortable with support that is remote.
n/a I work directly with students.
Tutorials seem to take longer as it seems to work better if preparation is completed in advance of the video/phone call with students, particularly if they want to discuss assignment briefs or particular aspects of their work. It works better for the support worker to read through whatever is to be discussed prior to the discussion with the student. The tutorial is more focussed then on the students' direct concerns. There have been some issues if the technology has not been working properly or a student doesn't have access to something.
Remote online support is possible but it has taken a bit longer to set in place. Not all students and tutors have sufficient internet access. Lots of new ways of learning and sharing good practise. Some tutors have found the online forum more tiring. It has been an invaluable way to maintain contact.
We are finding it draining. It is difficult being at home as we were not prepared for this but have adapted well. We feel the students have depended on our continued support during this difficult time.
N/A
Students are happy to have Skype sessions
Students in general are finding it difficult to motivate themselves. More than one person has found it particularly valuable now to have a dyslexia support tutor.
See above.
The time of day can impact on the quality of the online connection. This can make online support impossible.
Some students are struggling with the technology, but most are comfortable with it.
For some it's working really well, for others it's more tricky. Support is mostly being taken up by students who already have an established relationship with a band 4 support worker.
Works well for those with good it skills. Some time is taken up teaching students how to use video conferencing and document sharing. Some students have poor internet services that interefere with the session
Not carrying out remote work as yet

Remote online support is very tiring and takes more preparation, doesn't work well in every circumstance but overall has been beneficial and workable
I've heard very positive feedback about remote support. The caveat being that the demand outstrips availability.
They like it
As above
It is generally effective. It needs timetabling slightly different to allow for the need to email for confirmation of sessions, action plans, etc. It is also more tiring than face-to-face, so short breaks are beneficial more often.
Very helpful to have a consistent support session that regulate distress, introduces routine and future plans
Greater intensity of specialist mental health mentoring, more burdening, greater risk (and therefore follow up). Vital link between student and university as have the existing relationship established. The team are working very hard, feel more stressed than usual. There is an increase in paperwork. There are less cancellations amongst the students. As a consequence we are providing more supervision. There is also greater fatigue from using video conference for every session - far more draining for sessions.
People seem to be working quite well remotely.
Generally technology always presents problems. Internet connections and capacity has become an issue. Student and staff knowledge and technical skills are also an issue. Some groups of students seem less enthusiastic to engage with remote learning or remote meetings, particularly those with AS, although not only this group.
Remote working is tiring and challenging because of problems with technology and sound. Students are also finding it hard to stick to deadlines which is causing stress all round.
Works really well. Just as effective as face to face
Increased intensity - maintaining momentum and "filling the online space". Missing the more intuitive side of mentor/mentee relationship as it can be difficult to connect with the energy of the student in an online setting. Online seems to formalise what might otherwise be a more relaxed situation, which can have an impact on more reticent students.
See above
Online support is working well with the students who have taken it up, however fewer students than expected have booked sessions for xxxxx Term (see next question). Online support is very intense for the tutor, so it is necessary to take more breaks rather than carrying out a series of sessions back to back.
The general feedback is that it is going well. Practice provides confidence as does routine and consistency of support

For the support worker on line support is more exhausting. I am concerned when giving written feedback are the student's being over supported/guided.

some students develop adjustments well, others find it more difficult.

We as an institution have responded very well and in our department have tried to keep students informed and given them advice on how to work remotely as the IT is something they may not have accessed before.

It has been a challenge. Not all of the support workers have their own IT equipment so we have had to scramble to get equipment loaned from the University. The bureaucracy involved in getting email confirmation for every session is time consuming (students need chasing up) and will involve a lot of printing out. It would be good if SFE just trusted us and a signature from the support worker to confirm the session was enough. Some students are really enjoying the flexibility that remote support gives them - more the mentoring support than study skills. Some students have asked if remote support can continue after lockdown as it suits their needs.

I am a support worker. No one is collating feedback.

Support workers have quickly adapted to using a range of remote online platforms sometimes combined with telephone support. Support workers have mentioned the importance to students of the continuing support, the academic discipline of 'meeting', and the planning for assessments where they are still going ahead.

they are disappointed that email support is not permitted. Some students' living arrangements make telephone or video support impossible and some are also fearful of the intrusion of the available support. Many of our students are keeping different hours (ie waking late) and email support would give some much more flexibility in the timing of sessions. Also, some tutors delivering 7 hours of screen time support a day are suffering with eye strain, back pain etc. It's not ideal!

That it was different and required some adjustment in style and structure of interactions, but everyone adjusted quite quickly. There were and still are, anxieties around technical aspects; whether the IT would work, user efficiency etc. Key concerns were safety of the student and privacy, because of confidentiality, for both student and support worker because of changed working conditions and shared spaces. Reductions in pay, for agency workers whose agencies felt that the changes warranted this.

It requires a lot more preparation time, is more difficult to pick up on deeper issues often underlying student difficulties with studying. Nature of remote work very tiring and emotionally draining.

That it is better than no support, though not as effective as face-to-face support.

Overall feedback from staff has been positive however the implications of bridging the gap of IT issues and familiarity with applications and software has been a challenge for students and staff. Staff are offering a very flexible approach and students seem to appreciate this and the responsiveness of the service. Staff are doing a lot of work with students to manage anxieties around a wide range of issues from assessment, IT equipment and the implications of isolation, many of these challenges impact upon students study skills during this difficult period.

That many more students are able to access support than before at a time/day convenient to them. Many mature students would have days where they had to cancel sessions last minute due to childcare issues etc. Two missed sessions would result in cessation of support for these students

when a remote appointment could have been conducted instead but was not acceptable to Student Finance.

The requirements from SF in place of a signed timesheet add several hours of administration to the week as the original email address the student registered with SF needs to be sought so that NMHs can then request confirmations of sessions. This process adds a significant burden of administration for each session. If students were able to communicate from their university address this would reduce that burden. Also, QAG's requirement for a learning plan each semester with a signature has doubled this administrative burden as NMHs have to seek confirmation via email.

I am a support worker; see Agency response for info.

generally finding it a positive experience

There doesn't seem to have been any major problems for them to do this.

After some initial technical issues, our AT trainers have adapted well to training online and very few students have been asked to be put on hold until face-to-face support can be provided.

Technical difficulties are frustrating and some rapport can be lost via online support. It is more intense and demanding on concentration and therefore more tiring.

Some student needs don't lend themselves well to remote support depending on the nature of their disability, especially students who have communication difficulties. This has mainly affected ASC students. Mentors and tutors have reported that some students would prefer not to have a voice or video call as it creates more anxiety. These students have indicated that the chat function or email support would be preferred, but SFE will not fund email support.

n/a

Posotive - NMH only person they are seeing on a weekly basis

Online support is ok for some students, but students whom suffer Anxiety or are not very confident with technology do not like online training.

I am a sole trader. One of my students does not want to engage with online support. Another has not been able to continue with her studies due to childcare issues.

Whilst support workers are happy and able to provide this it seems to lend itself more to the mental health than the academic skills side. And mental health wise the lack of in-room experience with the student leads to a greater difficulty to manage risk for those students with a significantly low mood. I do NOT support a general move to online support and would leave this to be an option that can be agreed between student and support worker.

Students are happy that support can carry on online. However some had suspended the sessions as they only want face to face meetings

As indicated above - tutors are finding it more tiring. They are saying that some students are ok with remote on-line support but others are finding it difficult and would like email support, particularly for study skills. There are some difficulties in getting students to sign timesheets. Others seem to be adapting to it quite well.

students are struggling with their mental health and can't understand why they have to use distance learning
Mine were generally remote students anyway
Remote support works well for some students whilst others are not comfortable with this options and prefer face to face. As a result some students do not receive support.
see above
A combination of e-mail and Microsoft Teams have worked really well. We have been able to support our students so that they are able to meet deadlines. We are also providing weekly generic bulletins to all students which is also working well.
It has been working really well and has easy to work around students family times and they own personal routines. It also has meant that students have been able to keep in touch with their support worker more regularly and touch base with them as and when they need the support.
Again, generally OK, although some students were not happy to engage with support via Skype as they felt it was an infringement of their privacy.
Struggling with Teams. Zoom and Skype okay. Some delays continuing support with certain students with heavy commitments outside of studies (such as children at home)
This has meant a rapid transition to remote support which does not appeal to some students-particularly those with AS. We have seen a reluctance to engage with our support and also a reluctance to engage with on line teaching. We have also seen a number of students reporting low mood as a result of being in isolation. The feedback regarding interaction with academic staff has been very positive.
I'm a sole trader, so N/A
The support workers are feeding back that the sessions are going well and that there is good student engagement. They do miss the campus environment and seeing the students physically. The students are also missing being onsite but are finding the sessions easy to work with.
I am a sole trader therefore fore the NMH. The support had been effectively delivered via video call with simultaneous read through and discussion of specific work and any other issues. This has impacted on usual time taken for one student and additional hours have been provided to allow for this. My second student is very ill with the virus and in hospital, therefore unable to access her nmh support. Her university has been informed.
Remote online support is a second-best substitute for face-to-face learning as it dulls the flexibility and interaction of the live experience. Students are happy to have it as a substitute. It is harder to work for long hours online compared to similar hours face-to-face. It requires more concentration, more energy, more focus and the results of working are not qualitatively as good as 'real life'. I have to work harder to keep people motivated.
N/A
NA

All our in-house support staff are now delivering NMH support online through Collaborate as part of our VLE platform, Skype or by telephone. Communication and support for staff and students within those first few days and weeks was paramount to the success of previously untested systems. The investment paid dividends as staff report positive NMH student interactions when sudden isolation and departing from routines struck across the board.

We are experiencing tangible assets of the relationship between a NMH support worker and student by offering remote academic support. This is creating stability for all students in a time of crisis. Support Workers are being asked by students for additional hours and more recently over the Easter period. There are other students who are struggling with a lack of routine which impacts on how/when/if they access support. With little structure several students are forgetting they have a session booked in and are passing their allowance of DNA. We are seeing many students who have successfully applied to defer their work till August re-submission. Because of professionalism and commitment to their roles, support workers will be making themselves available deliver NMH sessions.

NMH is recommended to develop strategies to support academic progress and success, but what has been highlighted during COVID-19, is how important the human element and contact is between a student and support worker in translating and navigating study in HE.

Work continues behind the scenes here at the university with departments in terms of managing reasonable adjustments and concerns about student progress. The challenge of online assessment has brought some complex queries and the team has been working closely with Academic Registry and Faculties who seek advice and support.

Most support workers who have been supporting remotely have found support takes longer than it would do face to face, particularly Study Skills Support. Some workers have voiced concern where they support students with MH and Autism mentoring, that they are experiencing increased anxieties due to the lockdown and the future which is affecting their work.

Generally, it works really well. Platforms like Zoom, FaceTime and Skype have been the top choices for them and generally these are working efficiently. On a less positive note, sessions take longer when working through technology and getting timesheets signed by students has been made more difficult when SFE don't accept e-signatures. We've had a few timesheets sent back for this reason and so we've had to ask the support worker to go back to the student to either print, sign and scan the document or respond from their SFE registered email address.

Disappointment about the students who they know will be struggling but are not accepting or requesting support.

Study skills tutors are also providing wellbeing support to students, to great effect. They've reported student engagement has increased; it is more convenient to arrange support due to the flexibility of remote working. There have been positives reported from both students and NMH workers. Even students who initially were reluctant to use video conferencing (e.g. some autistic students) have found it helps to keep their camera turned off so they can concentrate on watching and listening to the tutor.

- Remote support is a benefit for some students, who enjoy relative flexibility and not having to travel.

- Students have fed back positively about platforms such as Teams and Google Drive, which allow screen/document sharing. Students can continue to engage meaningfully with support.
- Many students have been grateful for the continuation of support at what is a disruptive and anxious time.
- Negative feedback from students about 'in class' support is almost always related to technical issues, e.g. BSL Interpreters not being given access to teaching session, or WIFI too weak to run necessary platforms.
- Students who don't have equipment, good WiFi connection, or IT skills, are at a disadvantage as they are less able to access remote NMH and online teaching.
- Remote NMH and learning is not accessible or desirable for some students.
- Some students have reported anxiety around using online platforms/phone, and have chosen not to access remote support as a result.
- It is difficult for some students to find a suitable place at home to study and access support, e.g. difficult family situations, or lack of confidential space.

They have said that students have adapted to the move and in some cases are more engaged.

It's generally working well, students are on time and engaged.

We are carrying on as usual with remote support provision.

students find it difficult to study at home, motivation deadline and tasks changing

as above

Issues with IT equipment, network problems, space. For some, the flexibility of working from home has increased availability around other commitments but not for all. Uncertainty around personal financial impact

They are all having a really good experience with remote delivery

It all seems to be going well. Internet connectivity is variable on some days for both students and staff but there is always the phone. We are using MS Teams for the most part but also Zoom and Skype.

Most of our NMH staff report good engagement from their caseload and that online provision is generally working well. A small number of staff have reported a significant decrease in engagement as a result of the current situation and some students accessing mentoring in particular are finding online support difficult due to not being comfortable with it or not finding a confidential space for example.

I am a sole trader so N/A

Not as useful as face to face support

This is an Update email that I have recently sent to my University, with the students anonymized. I think it answers some of the questions.........................

"I thought that I would give you a brief update on my students.

First of all, surprisingly ALL have engaged regularly, at a set time each week . I am really surprised

with how it has worked, WITHOUT FAIL the students have been waiting for the call and none have not answered the phone. I find it quite remarkable , I happen to have some really excellent students, not just academically but thoughtful and simply good people.

The two exceptions are ************* and ***********. In fairness, I think that ******* has the type of support that he needs at the moment from his family but I am waiting for an update from him.

*************** would like to have/ have had support BUT she is very anxious and simply will not entertain Skype/telephone/google docs even etc. When we met face to face she was always anxious and a bit " agitated"/ worrying about her course but also "other" personal/family issues.

Specific students

***************** uses the sessions to " think through" her assignments, to plan, and then to develop proofreading. Although I recognize that my role is to encourage independence, This will not happen overnight , particularly with *********... the progress that she has made and confidence gained from the first year has been significant.

********* , a third year has particularly been " thrown " by the lockdown. He expected a large part of his final assessment to be a week's fieldwork in**************, which he was looking forward to and was confident that he could get a good result from this, it being highly practical.. This has been replaced with a 5000 word essay on the geology of Northumbria....His worst nightmare/ xxxx has basic , classical dyslexic issues of spelling, grammar, syntax, punctuation, flow, organisation, reading etc. This actually caused him to visit the doctor for the first time in his entire life, and he was diagnosed with depression. Currently though he now feels confident that he will be ok.

************** has particularly struggled in going back home. She already had asked for extensions for her dissertation, as she approaches the end of her final year. I know that she has valued greatly your support in obtaining extensions for her, it has absolutely made all the difference.....I am also therefore thankful for the conversation that we had a few weeks back because I was able to to encourage *********to contact you , knowing that she would be listened to sympathetically and supported. She continues to struggle to meet deadlines and is in conversation with her Department. In addition to family issues, It is also Ramadam

Equally I was able to encourage ********* to contact you to get a further extension for one of his assignments. Simply, he would have failed this, because the day before the deadline, he had not even started it. ******** has issues with motivation/ starting an assignment is his biggest obstacle.....this has been made more difficult following the lockdown because he has not had he regularity and structure of lectures/seminars to remind him that he "should be doing something". Again , I think that ***** will get through his second year and we hope to address his motivation issues, with strict interim deadlines/targets in his final year. xxxx has decided to remain at the University, sharing a house with two other students as " it is safer than London". *********** has done likewise but for different personal reasons......although she is on her own in a house and has now " had enough of it".

***************, a final year law student, struggles with " getting down to it"....two of his assessments were 100% exams, very demanding. In a way the lockdown has acted in his favour as these have now been replaced by " open book " assessments...he is pleased about this.

************* will be ok; she does have one issue in that her 3000 word assessment on " Special needs assessments" is a bit confusing in that the lecturer and set book are American and the essay presumably refers to the UK....being a subject specific issue I have referred her to the lecturer/course leader but it is a real problem of confusion.

************ has not received a reply from the Vice Chancellor, but he has now reconciled himself to working from home.

***************** is a totally committed student who will do well, perhaps his biggest issue is that he hopes to have , and has been accepted for a year abroad next year but of course this is in the air. Hugo likes structure, so the lockdown and lack of routine has taken some getting used to. As with most of the students I believe that my regular contact with him has been invaluable in reminding him that " university still exists and there is work to be done". Just talking through all his assignments/ changes in deadlines/assessments on a weekly basis has helped him to focus. " You are the only structured regular contact that I have with the university. My timetable and seminars have disappeared. Giving me an automatic two week extension is not really helpful, it is the structure and support system that I need".

Perhaps the most significant development about which wish to make you aware.....I contacted ********** this morning and he informed me that he has got the virus. It has been confirmed by the NHS and whilst he feels ok, even this morning on the phone I was aware of his deep chesty cough. He had only been aware of any symptoms yesterday morning. He has a part time job at Tesco i. We have agreed to keep in contact and I will keep you informed.

I have attached my timetable which shows my working pattern for the last month and is proposed for the next, just for your information really.

Please contact me should you need clarification on any points."
....

Very positive, in some cases we are seeing increased engagement, as support is more accessible, due to not having to travel or find appropriate space, or slot in around other commitments.

Sessions are well attended- less likely to cancel or miss and only a small number have decided to stop sessions completely
Usually students stop the session towards the end of term as they are going home, but as the sessions are remote, they are continuing right up until the end of term. Extensions are also impacting this.

Most students have been receptive to online study skills support
Students are appreciating the face to face contact with a member of staff from the university.

It works well but is more difficult to do.

Feedback has been positive mostly - it was strange both for my students and for me at first. I have the advantage of knowing my students quite well before we went to this way of working which has been advantageous as I understand the demands of their course and their strengths and difficulties well already. I think it would be more difficult to only ever work remotely with a student without any previous face to face contact. But overall we have been able to achieve what has been needed using email and facetime in conjunction so that we can discuss and review their work together.

I had to request that the university arranged support for us as NMH, as I felt it essential for us to communicate. This is now a regular meeting and very worthwhile.

It seems to now be going smoothly

They have made the transition well and have found remote online support to be valuable during the Corvid 19 challenging times.

It's going well

All our workers already used a blend of physical and remote, covering for placements, vacations, inability to get onto campus etc and so the move to 100% online presented no major problems.

However, the sessions appear to be more tiring to deliver remotely, especially if tutors have to sit for significant numbers of hours essentially without moving. We have successfully introduced some 'stand up and move around' time into our tutorials so that both tutor and student get to move around and feel more energised and less ossified.

AS with the students (and probably the rest of the population) tutors themselves have felt more isolated. They are however making more contacts online with other tutors to compensate.

It is difficult to provide online support for visually impaired students, as they are unable to see a screen of a computer and feedback what the computer says if they have a problem. For them to tab around a screen using speech software can be a 'long winded' way of working especially if there are software issues, it is much easier for someone to look at a screen and try to fix these issues. This was an issue for one of our clients who had a problem with an add on piece of equipment needed to work with the speech software to help navigation whilst using the laptop, which subsequently decided not to work, thus the student was unable to carry on with her studies without the speech working.

3. What percentage of your normal or expected support level are you currently delivering?

80
40 to 50%
60% approximately
80
Less than 2 students and the uptake is only around 10%
100% (this does not include any DNAs)
100% after the dip during the first week we were closed.
Due to restricted numbers (about 105), I've had to go on furlough for three weeks and will then work for a week and then reassess whether I need to go on furlough for another three weeks
90%
100% in fact this has increased rather than decreased
100%
100% for university students; much lower percentage for other students
98% students but 10% work set.
80%
One third (there has been a drop of two thirds)
75%
100%
Possibly about 75% however it is too early to say.
90%
60-70%
About 200 percent at present, i.e. twice what we'd expect at this time of year.
110%
We are delivering 100 % of normal support with at least a 10% increase for this time of year.
100
60%
About normal as far as I can tell at this point.
75%

I don't know, but estimate that I am only delivering around a sixth of less, than I have delivered other years.
100% as normal.
35%
100% PLUS
None - due to physical closeness issue
100% but I only have two DSA students
All. There was a delay of 10 days when I set up online work (I was waiting for webinars to teach me in the intricacies of this.
90%
For some students 100%, but for others particularly students with ASD - no online support at all
100%
80%
85%
None
125-150%
None.
20 percent
Approximately one third
Over Easter more than normal. Next week is likely to be 50%. That is likely to rise once clearer info is available re exams this week. Not ideal to ask this question during the Easter break!
70%
Referrals are slowing and some students are reluctant to take up on-line support although need such support.
99%
MAny students are accessing additional support through this time. Some, those that have largely finished their work, have stopped accessing their support. Usually at this point, we would work on issues that may be upcoming for the following year to be more prepared. This doesn't seem to be happening.
This is difficult to put a figure on, I would estimate about 60%. It was interesting that students required support through the Easter break from more NMH staff.
100%
Around 60 percent but very variable week to week. Easter was dead whereas last year it was full to capacity (we support students over bank holidays)
100%

	150%
There has been a small increase over the Easter Vacation but bookings for next term are lower than expected so far, probably because first and second year exams have mostly been deferred. I cannot provide a percentage figure because my data is broken down by month and April's figures are not complete.	
I would say we are running at 85% of our expected support level. I feel that this is helped by students understanding the bigger picture and that all support and communication is now remote, remote platforms such as face time and skype are a part of daily life and they can continue to receive support from a support worker whom they know and have a relationship with.	
I'm working with 75%-100% students as before COVID 19	
	90%
20% last two weeks	
	100%
	100%
Personally about 80% - a few students are now getting support from family or nothing at all.	
We estimate that this is at around 80%.	
generally, most tutors are operating the same, but some students are not engaging in support.	
As this was over an extended holiday period, around 10-15%. Time will tell as we start back this week	
About 15-20%of capacity only which is causing financial strain	
about 75% when sessions are booked, which is definitely picking up now (28.4.2020)	
Initially the service saw a dip in the demand for support but students who were accessing during this time had high levels of support needs and many had anxieties, concerns and queries that needed to be addressed. As students have received communications around assessment format and the support available the demand has increased and the expectation is that we would be providing a similar level of support as we normally would during this period, however the investment to enable that support may be greater given student concerns and issues.	
	100%
All bar one of students are actively engaged	
about 70%	
	90
	80%
	100%
Mentor support +10%, Study Skills support -1%	
75 - 80%	

	90%
	25%
50 per cent	
65-85%	
	50%
95% - ball park figure.	
	100%
60 to 70 percent	
About 15-20%	
	80%
	100%
	95%
	100%
About the same as usual	
I would suggest about 50 % but shorter sessions and also more intense support requested through the traditional Easter vacation.	
1-2%	
We are still seeing the same level of students as when we left campus, this has not risen, unlike our wellbeing department who have seen an increase in engagement. What we hae noticed is that normally the student support would be slowing down as students are ready for the exams, this is not happening at this stage as students are still wanting support.	
Of two the students 50%	
Students have accessed just as much or slightly more hours of support than they might usually do at this time of year. Since exams have changed their nature to 'open book' examinations people are working hard to prepare for something new. At the same time because of 'no detriment' policies there are conflicted attitudes about the value of the examinations this academic year.	
see answer to first question	
	30%
Up to 80%. Individual members of staff proactively engaged with their students, encouraging uptake of remote support. This saw a much higher than usual uptake of DSA hours. Heading towards the Easter break, the trend of engagement levelled to what we would normally expect. Support staff made themselves available to offer NMH sessions to students particularly over Easter as submission deadlines across the board were extended for 2 weeks and the assessment period shifted to online Time Limited Assessments. Other students have been granted a deferral to an August submission through the Exceptional Mitigating Circumstances process. Currently underway are support requests	

to Needs Assessors for additional NMH hours because of the impact of the changed requirements to their academic studies.
70%
70%
Approximately 50%
95%
100%
100%
The more able students are using more hours than I would normally expect. They are needing extra support to access and complete work. Some students are accessing much lower levels
100%
<50
20 percent
around 80%
80% approximately
100% is on offer and about 90% is being taken up. It is the exam period so is to be expected.
Approximately 70%.
Around 75%
<5%
100%...without exception. In fact some seem more engaged, which is a complete surprise to me, previously I did not like and avoided working remotely
70%
It probably averages to about 100%- there was an initial dip, when students were moving home but now it has probably increased
80%
100%
!00% (one via parent contact-due to unforeseen emotional instability in a very dyslexic student)
Almost 100%
100% I have taken on more students during the last 6 weeks. Usually at this time of the academic year there are fewer students accessing support for the first time.
100
75% For some students, where their HEP has decided to allow a 100% pass through to the next academic year, some students have lost a lot of motivation to carry on studying.

We are only carrying out 81% of the normal workload.

4. *What additional challenges are your students experiencing through this period?*

Lack of clarity and understanding around accessibility and teaching.

Changes to assessments, bearing in mind each individual need on the spectrum.
Motivation to continue general study and a lot of my time has been spent checking up on this constantly . Students seem to be being given simpler options to complete and hence not needing as much support . However, I have to be available and so have to accept lower income through this period as cannot furlough .

Some students are struggling with the change of online lecture and seminar materials. Based on their learning styles, this is increasing anxieties and difficulties with learning and retaining vital information they need for their assignments.

Some students have difficulty in signing timesheets electronically but have sent email confirmation of the sessions which we are submitting to SFE along with the timesheet completed by the support worker.

Unfortunately for deaf people they have had a very frustrating time to be able to communicate with their lecturers directly and we would like NMH to make this a priority to ensure deaf students do not get left off the agenda.

Feelings of isolation/not feeling 'connected' in the same way as previously.

Many are having accommodation problems with some being kicked out of halls and private with nowhere to go - especially for those whose 'home' is abroad. Trying to get money back from accommodation when they have moved out of their student accom and back home. Lack of access to tech for our students on music tech courses and having to really think around these issues. Some students have pulled out of counseling as they find it too hard or less effective remotely.

Isolation, lack of access to library, concerns about health and family, distractions.

Problems with escalating mental health issues, stress and anxiety, isolation, financial and technology problems and motivation.

Uncertainty regarding assignments and assessment by educational institutions

Anxiety and stress caused by the unknown. Lack of contact with peers which is a useful part of learning, fear for the future especially with those due to leave education this year.

Lack of clarity from university re mechanisms for exams; difficulty accessing recommended books as the univesity library is of course closed; difficulty getting information from some lecturers

School work is always the same and boring............ Refusal common but my work done !

It - hardware and software

Assumptions that remote channel support or telephone support is sufficient - it is not for some/many AS students.

Impact on motivation and mental health especially some final year students who have lost access to resources critical for the completion of their course / final project e.g. specialist software, access to studios.

online teaching.

Huge life and career choices especially healthcare students are putting students under huge emotional strain. A number if them having to make decisions with v little info. As some courses are deferring and they can't graduate as placements are cancelled and/or postponed and this jobs secured fir Sept have now been withdrawn. Lots of uncertainty means sessions are v emotionally draining for our team.

Many fearful they will have to pay additional course fees and worried where monies will come from for accomodation for extended courses. Some nursing students are v angry that they are paying uni fees but are on the frontline caring for people and risking their lives.

Some v pleased that alternative assessment have become the norm rather than having to fight for them.

1) access to equipment 2) access to internet esp in Cornwall 3) home challenges such as childcare, dependent care, space, other distractions like sharing a room with your siblings and others in the family not recognising you need to focus on an essay rather than home tasks 4) additional worries with covid19 - eg students with mental ill health - anxiety much higher, students with OCD and PTSD reporting more complex issues and also worried about themselves or others in their family group becoming ill 5) dealing with grief, losing close ones 6) worried they are going to be thrown off their course because they can't work

Having to do childcare, Having to work remotely and not always understanding what the uni requires of them, changing deadlines to cope with, changing assignments to fit in with how presentations may be given for example, ability to use new software (eg. zoom)

Initially a massive change of routine at a very busy time in the college year, followed by uncertainty with regard to their future studies and employment prospects.

Uncertainty about examination and assessment format, needing support to prepare adequately, exacerbation of associated mental health problems.

Lack of support or communication from subject tutors and lecturers, issues with accommodation, anxiety for those stuck in their accommodation, uncertainty about what the 'no detriment' policy means.

Internet connection challenges - slow or intermittent due to increased usage from provider.

Students are concerned about academic progress but most of all about a lack of control and certainty. They value the consistency and reassurance of their mentoring support at a time when anxiety levels are increasing massively.

Communication -

Adaptation to new working conditions. Some of these are academic, but many are practical. Students who have remained at the university have had to adapt to life without meals being provided, and shopping and cooking are taking up a lot of time. Students at home often dont have

good conditions for working, or they dont have all their books and notes, etc. Academically, problems with motivation are the most frequently mentioned, especially where exams have been postponed for several months but revision is meant to take place now.

Difficulties accessing research resources; changes to assessment formats and schedules; unsettled as year ends and uncertainty about the coming academic year.

A number of my students were student nurses / healthcare courses. They were already having to work night shifts while doing their assignments and trying to pull in dyslexia support when they could, and understand from one student recently that all health courses are upside down right now, which is only to be expected.

The move from face to face teaching to online teaching and tutorials. Some students have adapted better than others. Technological issues can be a problem. One student I support hasn't managed to have her training in the use of technology and so isn't able to fully use the software to her advantage. Another student doesn't have access to a printer as she had to leave that in her student accommodation when she moved to be with parents in lockdown. She prefers to read documents on paper so is somewhat disadvantaged. Tutors are not so easily accessible as they are when we're in the physical building. Some students have home situations which are making it difficult for them to complete the work (i.e. not a quiet environment, caring responsibilities).

Lack of normal structure and face to face contact. Internet access poor in some places. Some students still on campus and therefore isolated from family. Difficulties accessing online library facilities, research documents. The unknown eg. exam format.

The students suddenly arrived home! Final Year students were upset about graduation, were upset that their life at University had suddenly ended. I believe the NMH support sessions have been a lifeline and we have really helped the students to adjust. They experienced loss of concentration and are now making up for lost time. The Universities have been very supportive and pragmatic. in policies of no disadvantage. Students who are unable to go home are particularly vulnerable and need safe-guarding.

finding an SpLD assessor

Some students report increased anxiety because of new course requirements and set-ups, following the COVID19 situation.

Motivation is an issue for all students. Those who meet fellow students after lectures and discuss the lectures (social constructivists) are feeling isolated. They have to be wary of many students who are feeling negative and may be bad for their own motivation.

Having left home and become independent, they are finding it difficult to deal with their families again and the restrictions that they bring. Parents are having trouble too adapting.

Online tutoring is undoubtedly more challenging than face to face work. Some aspects of the support, such as planning deadlines or completing revision timetables, is difficult for students to do via Microsoft teams or over the phone. Planning essays is also difficult when the student in unable to show us the paper copies of information they have gathered. It adds to the time everything takes. However, it is still possible to provide some level of input - it is just that the sessions take longer.

Lack of library facilities, problems finding time to study where they have children to look after due to lockdown, lack of access to help from tutors with dissertations, subject content etc. Additional mental health challenges as they feel isolated, greater need for motivational strategies.

Doing their work in busy households with children around all the time. Not having their own dedicated space for study.

Technology (poor internet connections) and challenging home environments

elevated Stress, internet problems, learning new software, difficulty accessing course specific software, flat mates not observing social distance elevating stress, noisy flat mates interfering with focus and concentration continually throughout the day, third year students suffering far more, unknown impact on grades causing worry, some students only offered 2 week extensions

Lack of support

Motivation, lack of structure, no change to daily routine and learning environment, changes to assessment procedures, changes to normal working practices

Anxiety is the biggest additional challenge.

Not being able to see their friends and tutors

Cancellation of lab work and field trips essential for MA studies.
Loss of independence in having to move back to parents home and the impact this has on their ability to develop personally.
Isolation and increase in anxiety and stress.

Struggling to cope without the usual external structure of physically going in to university.
Struggling to cope with uncertainty re exams, although this is rapidly clarifying.

Trauma, high anxiety, isolation, confusion recourse work, depression

Raised anxiety, depression, isolation, loneliness. Feeling cut off, scared and worried and hopeless. Difficulties in concentration, focus and having a regular structure and purpose to the day. Increase use of drugs and alcohol. Reduced lack of physical activity, leading to greater anxiety and depression. Reemergence of symptoms of mental health problems. Concerns about course and coursework and future prospects. Worry about job prospects and finances.

Departments are taking different views, some not willing to have no detriment policy - this is particularly the case for PhD students.

Difficulties of being at home where the home environment caused the mental health issue i.e. due to abuse.

Lack of privacy at home so cannot fully engage in remote support.

A couple have said that the delivery of lectures remotely was not working for them as they find it difficult to focus on the screen for longer periods and felt inhibited when wanting to ask questions. One said that she will listen to the recording afterwards instead, as this was a method she was more accustomed to using pre covid-19. The general consensus of my students was that they prefer the face to face tutorials/seminars, but that for the most part their needs were still being met

remotely. Just about all of them are having increased difficulty with time management whilst being at home.

There is no access to some recommended text books as they are in the University library. One 3rd Year had their DSA laptop break and was left waiting fora decision from DSA on what they would do re repair or replace. Luckily the University were able to find a replacement after a week or so.

Genuine concern about last minute changes to the assessment pattern of their course, those that have had significant 1 to 1 support for exams for example are in a difficult situation. It should build independence and resilience, but there is significant anxiety in the first instance.

Mental health issues and challenges with motivation.

Mental health and juggling more childcare than usual. Lack of communication and online guidance from Universities

Isolation from direct experience, enjoyable social outlet to break up intensity of study. Joy of peer learning, group discussion and sense of belonging. Spontaneity - eg dropping in to on campus services, social, professional or academic and connection with tutors. Variation in life-style and stimulation.

Poor internet connectivity in rural Wales so TEAMS meets poor quality. Cannot access hard copy texts as uwtsd has a long way to go before all available electronically.

There has been a significant increase in students experiencing mental health difficulties, particularly high levels of anxiety, lack of focus and poor sleep, in addition to their SpLD issues..

The students are experiencing the challenges of exams and lectures being delivered online and some disruption to their studies with not every university being as adept at others at providing lectures online. I think the situation has caused more student anxiety and it is difficult with university staff working from home such as personal tutors who are not as easily accessible for meetings or queries.
Students seem to need their NMH support more than every through this challenging time and the continued consistent provision of this support can really help them overcome some of the concerns and barriers they are facing.

Final year students are struggling with managing disappointment and loss (grief) in not completing their course as expected. In some cases the students are dealing with anger and frustration at the low level of clarity of info about changes to their course. This can depend on the department and how resourced they are and able to communicate changes, some departments are better than others. Some students are experiencing difficulties adjusting to living at home and conflicts with family that are triggering and I'm supporting them with this. The most common complaint is around low motivation and worries about the future job market.

Isolation from their peers, uncertainty about placements, employment prospects. Some experiencing mental health issues, returning to complex home environments.

lack of contact with universities/lack of structure from course/upheaval anxiety

IT knowledge and I think becoming comfortable with this alternative way of delivery

Students are very stressed and worried. Some of them are finding remote delivery of lectures challenging. Lots of students have lost their incomes (casual bar work / shop work is gone) and are

in a heightened state of stress. Students on the autistic spectrum are really struggling with this sudden change to routine.

Loads. Working in shops etc. which is scary, more working hours to fit in around uni, looking after kids / home educating, worry about going to work for the NHS with lacking PPE, online teaching which had to be thrown together quickly, extended deadlines but not with extended lecturer support, plus the usual mental health concerns with isolation.

The additional challenges include: general worry about Covid-19; family and childcare pressures; difficulty studying or concentrating at home; impact on mental health; having to balance study with working; financial worries; confusion over work placements.

ways of working e.g. IT infrastructure, takes a lot longer to collate timesheets, screen time is very tiring. More challenging than usual.

Anxieties about their studies and adjusting to online delivery, some are very resistant to this or feel uncomfortable without the physical contact with lecturers and their peers, and the impact of this on their grades. Many areas of our courses are very practical and require a lot of technical equipment and studio spaces, which most will not have access to from home, so they are upset that they will not achieve what they'd hoped. Also, adjusting to being back at home, either because this was a time in their lives when they had just gained some independence and autonomy and this has thrust them back into family roles and expectations, or because family life has a negative impact on their mental health, but they have no other choice but to be there. They also miss the social aspect and the vibe of being in an environment full of creative individuals to spark ideas from and develop projects. Many are upset that they are not getting the full university experience.

They miss face-to-face meet-up as the connection is so much closer, building rapport quickly that lays foundations for trust to develop. Experiencing difficulties with accessing work on uni servers, thus preventing progress. IT issues causing huge levels of anxiety and frustration.

Lack of peer support, uncertainty about assignments, uncertainty about how/when/whether they will graduate (especially health professional courses requiring placement to be finished), lacking resources having gone home in a hurry and left books and equipment in uni accommodation, lack of space at home to work, with family around.

Many students are experiencing increased levels of anxiety and stress during this period across a wide range of issues and often staff need to invest additional time and energy to build good relationships and rapport in remote support and enable effective engagement. Additionally students who have cooccurring conditions such as ASC and MH issues are experiencing additional challenges to engagement.

Some students with dyslexia are finding that alternative assessments are now all written in place of a mixture of media which allowed them to demonstrate their strengths. Those with autism found the changes difficult to adjust to, in particular the change in routine.

Frustration and concern regarding an inability to undertake or to complete modules, such as teaching practice. Fear over having an extra burden of workload to incorporate 'missed' assignments or teaching into next year's curriculum: how will it be made up? What impact will it have on the quality of mark allocated to this year? Loss of good quality contact with some tutors. There is a wide variation of the contact and support available even within the same department. There's a wide discrepancy in the style of delivery of powerpoints, notes, briefings etc and some

dyslexic students feel overwhelmed. Audio notes to accompany such material are appreciated but not uniformly offered. Students express concern that they're not presenting their best work in group or poster presentations: there's a feeling that some tasks do not 'translate' well to remote working in these times. Technical issues: rural locations report intermittent online connectivity, plus recent Virgin Media 'melt-down'. Students who are parents find studying challenging with homeschooling, domestic responsibilities, not having dedicated study space, and often a lack of peace and quiet. Isolation issues are somewhat overcome by informal arrangements with peers to have chat forums, zoom meetings, Facetime, Whatsapp groups to supplement any similar contact with tutors. Some disquiet expressed about fees vs quality of teaching. In one instance, the uni has waived accommodation fees, which has alleviated stress.

stress related to extended deadlines and lack of clarity about the implications of this

Some have requested further hours and have been directed to their needs assessors to discuss this. I am not aware of any other challenges.

Access to online content and course materials seems to be a major theme.

A minority have technical issues e.g. unreliable WiFi so have to have sessions with audio-only, thereby further increasing demand on concentration & auditory processing, though screen sharing facilities help greatly. One student has no WiFi and is relying on his mobile phone data, thereby severely restricting internet access and necessitating support via document sharing plus phone calls only. Lack of daily structure & general stress & uncertainty affect motivation & increase procrastination. However, they generally seem pleased to have work to do. A student with children at home struggles to find the time, space & quiet necessary to work on assignments.

Finding a suitable workspace to take a call – many students have moved back home and this is affecting their privacy if they need to have confidential discussions with their support worker and they don't want parents/siblings to overhear this. This again has led many students to prefer a written chat or email type of support.

For students with mental health difficulties in particular, being away from campus and dealing with so much uncertainty has meant that they have struggled to engage with teaching staff and support staff as they are struggling with motivation levels, sleep patterns, eating habits, maintaining a routine, financial difficulties, social isolation etc. This has meant some disengagement from regular support and we have had support workers (mentors in particular) reporting that they have not heard from students who they would usually have regular contact with.

The nature of student needs changing – again, for mentors in particular, students who are already struggling with their mental health are facing the additional challenges presented by isolation and this has meant that there has been a shift of focus from academic work to supporting students to manage wellbeing. This has also meant that many students have disengaged from mentor support as if they are not feeling well enough to complete academic work they do not see the point in accessing the support. Changes in the ways mental health support across campus is delivered and limitations on local authority and NHS mental health care have also put strain on these individuals to manage.

Changes to exam structure and how exams are done. Some well-being challenges having to rely more on social media to stay in touch with peers.

No structure to their day, no contact with lectures/other students/no library

Uncertainty, making their anxiety worse. It is difficult to book support, when they don't know when online Lectures etc are going to be.

Childcare issues

As everybody else the lack of social contact in a physical way takes its toll. Students also develop unhealthy eating behaviours and sleeping patterns.

Universities being disorganised, internet or portals always breaking down, not going out etc

Feelings of isolation and anxiety about working in a different way and not being able to get hold of their tutors for guidance. Trying to work when isolating at home with small children, things taking longer and worried about deadlines.Students who have extended deadlines to August are worried about running out of DSA funded hours and not being able to get the hours increased New ways of taking exams on-line. Concerns about Corona Virus. Many of found the first month difficult and just starting to adapt, so fallen behind. We have eased all requirements relating to extensions and mitigation , to help.

access to IT, printers,. struggling with not have face to face - online no substitute for the contact

Kids at home, so hard for students who are parents to study. Other students caring for relatives. Lack of clarity from unis re assignments and exams. Students doing Preparation for assignments and exams that are now cancelled and replaced with the opposite. Increase generally in assignments to replace exams, although some students experience the opposite. Third year Medical related students under pressure to go to work sooner than expected but to still complete their studies. Students who are nurses though not necessarily students of nursing, are exhausted. Some are concerned regarding their year in industry, eg ERASMUS, as it's intrinsic to their course of study.

Uncertainty, isolation and needing to adjust their study approach due to no access to conventional study means such as library or peer group study.

health anxiety, no time out away from others at home, financial worries (apart from the general unplanned change to practically everything which is a big problem for some). Also uncertainty around assessment expectations - as these are not as clear as for tried and tested methods. Careers/future plans are also a worry for some.

Practical elements of the course - e.g- Acting students are having to film assessments and work on solo pieces rather than in a group ensemble. There is increased anxiety due to the uncertainty of the situation and the lack of in-person social interaction with peers.

Depression, energy levels, motivation, confusion from universities on where there course stands.

Technical issues such as problems with software, slow internet and connectivity.

Electronic signature technology on timesheets. Difficulties adjusting to remote course teaching and accessing library resources.

Lack of peer group interaction, lack of group work opportunities. Low mood, uncertainty about future chances of employment. International students particularly maybe rethinking their approach.

Many seem fine & just staying safe with their families, so I have not heard from many of them

The additional challenges and why we think that the students are still active with their support workers is that the exam types have changed. This is having an impact on some students who need Specialist Mentoring in order to adjust to these changes and equally students who access Specialist One to One Study Skills Support are needing further support with exams that have been changed to assignments for example and how to revise for the new exam types.

The first student has a young child identified with autism therefore study time in isolation has impacted but managing due to additional NMH hours and flexible support sessions. The second is in hospital but I have forwarded to email in case she is well enough to complete the survey.

Students are anxious and feel abandoned as online learning is not a substitute for in-person learning. They are struggling with motivation and getting work done to deadlines amongst the other demands that have arisen for them. Students want to 'check in' on a regular basis to give validation to what they are doing in their studies and revision, and a number of students who have difficulties with focus and attention have opted for 30-minute check-in sessions.

They are bot mature students, with young children. The student I am tutoring has a husband as a key worker. She is in her final year, the workload is immense for her. She has been granted extensions but I meet with her daily to keep her on task and support her mental wellbeing.

Online support never as comprehensive as face to face

The evidence so far suggests, that those with a diagnosis of Autistic Spectrum Condition (ASC) and mental health are most at risk of academic failure. Sudden changes permeate daily living, of which studying has been their norm and we see students who are struggling not having access to face to face sessions. For example, many ASC students do not like Skype as a means of communication, they need to be with a support worker in person.

For those with mental health, concerns are raised for students that are now back at home with expectations to look after siblings whilst their parents work. Some are finding it hard to study because they are trying to home-school children, have partners who are key workers or supporting elderly parents while social distancing. Other students report that they are struggling with poor or weak Wi-Fi, depending on where they live. Not having access to quiet university spaces to engage with 1:1 support, or the ability to continue building significant relationships with other support services, leads many feeling overwhelmed and unable to make progress emotionally and academically. Remote learning doesn't translate for practical work. One of our students needed to be in university to use their software, another needed to be in university because he made his film setting there and it was too big to take home. Other students are peer isolated, and the wear and tear of isolation is affecting them. It is too early to gauge the full impact of this on students' wellbeing.

We also anticipate that this may have an impact on output and outcomes. These students feel that it's a big ask for them to continue with their studies and time management strategies are seriously challenged. As a positive example, a student gave is his gratitude to his NMH support worker;

without the remote support since lockdown, he would have left his course and would be facing a bleak future.

Increased anxieties; lack of contact with university; increased MH issues; running out of hours; equipment issues (PCs etc); space to work and have sessions privately.

They don't have the option to ask tutors questions with their support worker present. This is particularly an issue for Deaf students who may make use of their interpreter(s) at the end of a session. Now it has to be set up as a separate meeting, using more of their DSA hours.

Our students with mental health issues are struggling to cope with the workloads at the end of an academic year with no face to face support and reassurance. Many of our students are also key workers and the additional hours they are now covering is having a direct impact on their academic studies and their general well being. Some students are now questioning their choices for the future e.g. is it worth continuing to the second year? They are wracked with uncertainty and anxiety about what the future of society looks like.

Some are key workers so are having to balance the demands of work and study. Some struggle to find a space to study in the home environment, be it through childcare/homeschooling demands or the physical space and other occupants. Some have reported limited access to I.T. facilities. Some have been ill and needed support complementing the extenuating circumstances process.

Heightened level of anxiety amongst students related to:
- The radical changes in the way they are studying
- Confusion and uncertainty about what is happening
- Missing out on communications
- Situations at home – place to study, poor internet connections, difficulty with focus and motivation
- Illness (theirs or members of their family).
- Additional caring responsibilities as a result of illness or other Covid related issues (such as schools being closed).
- Challenges with focus and motivation.
- Struggles with technology
- In some cases, having to stop working on practical/making projects - which may be the reason students joined courses, and where they see their strengths.
- Financial worries. Many students have lost jobs and income.

I know that students have reported that they are struggling to pay the £200 contribution since their only form of income (part time job in hospitality or retail) has been stopped.

Family health, working with children at home, uncertainty over exams. Missing placements and concerns about funding for DSA support next year to facilitate this. Not being able to access tutors or lectures so easily. One in particular needs face to face support or he struggles to understand the work set.

One student has cancelled all lectures due to Covid.

the artistic hands on student having to do written tasks instead of exhibitions

keeping small family nmh support business going as no government help

High risk groups are experiencing additional challenges, access to MH statutory services, returning to difficult home environments or for some not been able to return home, increasing MH difficulties,

AS students are struglling with the uncertainly, new IT systems, unfamiliar assessment methods, for students who had to stay on campus there are issues with feeling isolated, new online assessments and reasonable adjustments

None in relationg to NMH. For exams (probably unrelated to this question), the challenge for students is not having a human reader or scribe .

Some students with mh and ASD conditions love the lock down because it removes social pressures. Other students with these conditions find it difficult due to isolation or being into too close a proximity to others and so concentration and motivation can be difficult. Most seem to have made the transition really well. Not being able to take up summer work will doubtless have a financial impact and so more students can be expected to be in financial hardship next academic year.

New students seeking support are finding it difficult to obtain the necessary evidence in order to be able to get support. This would be GP letters for example or diagnostic evidence as a result of a SpLD assessment.

I have two mentees on my books and one tutee. The tutee is using me as often as ever.

Of the two mentees, I fear one has COVID and I know the other's father is in a critical condition because of it so that has affected our sessions.

Uncertainty difficulty unpacking assignment wuestions

lack of routine/ change of routine/ confusion as to "what is happening"/not easy to access all sorts of support/changes in types of assessment/no facilities at home/sleeping patterns changed/fitting back in with the family/space/ Ramadam/being secure and reassured that they are doing the thing that is expected and are on the right track.

Feedback from our students is that they are struggling with the new assessment and exam format. Some of the technology being used for assessment is not suitable and they do not know how to voice their concerns. Many students who would have received rest breaks or scribe/reader support in exams are not being offered this due to perceived technology issues.
A small group of students have raised privacy issues around accessing mentoring support now they are back home with their families.
Another group of students have also said their focus is on childcare so accessing support is impossible.
The overwhelming challenge seems to be around motivation and wellbeing, some students say they don't think they can finish the year. There is a lot of uncertainty and not all the universities or departments are communicating effectively, probably because they are uncertain also.
We have had several students presenting with risky behavior and one student attempted suicide and was hospitalized as a result of lockdown.

Increased levels of anxiety in students due to a variety of factors: covid, financial and employment worries, change to alternative mode of delivery on main course, change to assessment process, family circumstances
Feeling isolated and separated from peer group
Struggling with low levels of motivation due to lack of structure (in some cases)

General uncertainty
Lack of IT facilities and internet

Motivation is a real problem for some and many are taking longer to complete their work. Speaking to academics is more difficult for those that prefer face to face contact, again this has meant they are falling behind with their work, they are also unable to ask questions like they would have for example in a workshop/lab. Difficulties dealing with change has meant some have found it hard to concentrate on academic studies. Changes to the way assessments are to be carried out has also made some students more anxious. Some will not engage at all by phone/skype.

Isolation, difficulty accessing enough support from their subject tutors form university, difficulties with only being able to research information remotely and no longer being able to physically visit the library. This has necessitated me supporting them further with efficient research techniques.

Emotional upset, especially for art & design and music students, who have had to move away from their studios and general uncertainty due to constant changes re future plans.

We have noticed that some students are more anxious, others are not.

Lack of clarity from universities during the first month of restrictions. Uncertainty of how and when online teaching would be delivered, slow release of information about whether end of year assessments / exams would be held and if so how. All these led to high levels of stress and anxiety being experienced buy students. Social isolation, difficulties living back in the family home for extended periods of time with parents who are furloughed and also feeling worried about the impact of Covid 19 on their jobs etc

I'm finding my student's with asd are struggling with the changes more so than others which would be expected and they are needing more encouragement and tutor support from university's. However are adapting as well as possible to mentor support online.

1. Handling the uncertainty of the situation, especially when they are being asked to do the unexpected at short notice.
2. For those missing out on the practical, eg placement, side of their courses they feel additionally disadvantaged as many consider learning through example/practice/kinesthetically as their strength, which compensates for the more lecture-delivered elements of their course.
3. Lack of study space at home. Kitchens, shared areas, bedrooms, outside on a bench - have all been used as the student venues. They have often not felt psychologically comfortable using these spaces and in many cases, they haven't been able to take notes during the session [in which case the tutor has provided notes afterwards]

Resourcing materials for visually impaired students, can be done at home and staff are equipped with the correct software. One person from the team goes into the main offices when the embosser is required, so careful planning re timings is required. The work is posted out whereas we usually take it to campus.

Software and equipment issues and being able to sort these remotely can be very difficult with a visually impaired person. Referencing and citations of a piece of work is very difficult also for a visually impaired to copy and paste into the correct place of their document.

Accessing online lectures following and using the notes which have been provided in a hard copy braille format for the student.

Deaf students have attended information and guidance sessions via our interpreters remotely, but most lectures have been cancelled.