

International Staff Exchange Week 2022 Kanagawa University (17 February 2023)

Topic: Establishing a crisis management system
for students during their study abroad period

Student Support During Study Abroad

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Objectives

1. To introduce academic support for students with disabilities/Specific Learning Differences at SOAS University of London as a way of managing difficulties students face during their year abroad
2. To propose possible collaborations for inclusive learning



“Disability” in the Equality Act (2010)

- problems with mobility, seeing or hearing;
- Specific Learning Differences (dyslexia, dyspraxia, dyscalculia, ADHD etc.);
- developmental disorders (Autistic Spectrum conditions etc.);
- mental illness or mental health difficulties;
- severe disfigurements;
- unseen, long-term medical conditions (cancer, HIV/Aids, epilepsy, diabetes etc.);
- progressive conditions even at an early stage, conditions characterised by a number of cumulative effects such as pain or fatigue and a past history of disability

See SOAS Disability and Neurodiversity Team’s websites.

The Social Model of Disability: 'impairment' and 'being disabled'

'impairment':

“physical, intellectual, sensory, medical or psychological difference which may cause individual functional limitations”

The Social Model:

“... these impairments would not necessarily lead to being 'disabled' if society took account of, and included people regardless of their individual differences”.

Taken from SOAS Disability and Neurodiversity Team's website

**See Foundation for People with Learning Disabilities (2023).
Social model of disability**

Support at SOAS University of London

Student Advice and Wellbeing Disability and Neurodiversity Team

- Specialist guidance and support
- Reasonable adjustments to make SOAS accessible



Study Inclusion Plan (SIP)

Study Inclusion Plan

- Confidential report (GDPR)
- Students with disabilities or SpLDs
- Reasonable adjustments for study (classes, assessment, library etc.)



Example from SIP: impact on study

- Note taking
- Planning and organisation of assignments
- Reading and writing under time pressure
- Time management
- Difficulty responding to changes in routines or coursework
- Difficulty interacting with others.
It may be difficult to talk to other students,
get notes or discuss assignments
and participate in class



Example from SIP: reasonable adjustments

1. Clear structure in lectures and seminars

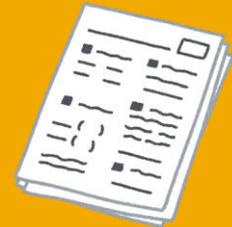
Examples (Do all of below both verbally and in writing.)

- Explanation of the structure and main points at the beginning of the lecture
- Summary of key points throughout the session
- Provision of clear learning outcomes



Example from SIP: reasonable adjustments

- 2. Teaching materials in an accessible format in advance of the lecture** where available.
(handouts, PowerPoint slides and documents via screen share) on Moodle
(Ariel Font size 12 or above)



- 3. Details of assignments well in advance**
(the student may take longer to produce assignments)

Example from SIP: reasonable adjustments

4. Briefing of in class presentations in advance
(about the procedure, arrangements & learning outcomes)
**Options for working and presenting
in groups or individually**

5. Alternatives to class presentations
where presentations in front of the class is very difficult:

Examples

- Presentation in small groups or just to the teacher
- Options for a range of formats
(recorded video presentation etc.)

Example from SIP: reasonable adjustments for examinations

- Separate room
- 25% extra time (15 mins extra time per hour of exam)
- Up to 30 minutes extra time to compensate for any rest breaks taken



Possible collaborations

- Working together with students if they chose to disclose their disabilities/health conditions (confidentiality/GDPR)
(Listening to their needs, discussing with staff to agree on reasonable adjustments, but only if they disclose information)
- Inter-University Support Programme (IUSP)
A Virtual Year Abroad during the COVID-19 Pandemic, supported by the Embassy of Japan in the UK/ the Japanese Ministry of Foreign Affairs and the Japan Foundation London)
- Guidelines on online teaching
Legal Points of Consideration for Online Teaching:
A Guide for Teachers of Japanese Language in the UK

Bibliography

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<https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide#:~:text=Dyslexia%20friendly%20style%20guide%201%20Readable%20fonts%20Use,Style%20Use%20active%20rather%20than%20passive%20voice.%20> (Accessed: 23 Jan 2023).

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The Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>
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<https://www.morisawa.co.jp/topic/upg201802/> (Accessed: 30 April 2021).

Student Advice and Wellbeing

<https://www.soas.ac.uk/studentadviceandwellbeing/> (Accessed: 31 Dec 22)

SOAS Disability and Neurodiversity Team

<https://www.soas.ac.uk/study/student-life/student-support/student-advice-and-wellbeing/disability-and-neurodiversity-team> (Accessed: 31 Dec 2022)

SOAS Study Inclusion Plan

<https://www.soas.ac.uk/study/student-life/student-support/student-advice-and-wellbeing/disability-and-neurodiversity-0> (Accessed: 25 Jan 23)