



DSA-QAG
DISABLED STUDENTS ALLOWANCE
QUALITY ASSURANCE GROUP

Assessor Guidance – Online Needs
Assessment Report

Amendments Table

Details of Section	Revision Date	Amendment	Version Number

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Assessor Guidance - Online Needs Assessment Report

This document has been prepared by DSA-QAG in consultation with IAC, NNAC, SFE and DfE, to assist needs assessors with the transition to an online needs assessment report system.

For each field of the SFE needs assessment report (NAR), we have recorded guidance and system functions available to assist you, such as –

- Date picker option – to easily select dates
- Dropdown lists – with key information, for example, assessment venue type, HEPs, mode of study, ATSPs, NMH providers,
- Bold text – how to bold text easily

All reports should be checked for spelling/grammatical/sentence structural errors and the student's correct gender and name should be used. Please ensure spell checking features within your browser are enabled and set to English (UK).

You must ensure to regularly save your work. Any sections which have not been saved will be lost when moving between sections. For larger sections, there are multiple save options to ensure work is saved throughout.

Completing the Online Form

Summary

This section provides a brief overview of the report including Student Name, Disability Type, Student Consent, Needs Assessor/QA Reviewer Name, NAR Progress and NAR Status.

Within the Summary tab the Needs Assessor can indicate whether the student has provided consent for their report to be shared with DSA-QAG for audit.

Section 1 – Student Information

Student's name	Enter the student's name.
Student's date of birth	Enter the student's date of birth. You can select the date from the calendar displayed or enter the date.
Customer Reference Number (CRN)	The CRN provided in the DSA1 letter should be recorded here. The CRN will appear on the footer of the report when the report is downloaded.
Student Contact Email	Enter the student's contact email address.
Report Reference Number	The Online NAR will automatically assign a reference number via the system.
Assessment centre details	The Assessment centre details will be automatically populated by the system when a report is created.

Needs assessor	Please select your name from the dropdown list in the Summary tab.
Funding body	Please select the funding body from the dropdown list.

Assessment information

For the undernoted date fields, please select from the calendar displayed or enter manually, whichever option you prefer.

Date of assessment	Draft report to centre	Date of review	Final report to student	Report to funding body
Enter date	Enter date	Enter date	Enter date	Enter date
Centre disclosure	<p>The centre's disclosure can be set-up by the centre's System Administrator within the centre's NAR template. This field will be automatically populated when a NAR is created.</p> <p>You can also delete this information and enter an alternative, if required. For example, if recommendations have been made and you are affiliated to a supplier(s) recorded for the supply of good or services, please record this here and refer to your centre manager for guidance.</p>			

Venue type	Venue address	ISR details (if applicable)	
MC/HOC/OC/ISR Please select from the dropdown the venue location.	<p>The address will be automatically populated in this field when you select the venue type opposite.</p> <p>Note: For any HOC, please ensure the System Administrator has set these up as an OC within the Centre Settings. These will be treated no differently than an OC within the report.</p> <p>Note: For an ISR, please ensure the System Administrator has set up an option for 'ISR – Telephone' and 'ISR – Student Residence' etc as an OC within the Centre Settings. These details will then display when selected from the venue dropdown.</p>	Date requested	Enter date
		Date authorised	Enter date
		Authorised by	Enter name of contact

Section 2 - Course Information

Higher Education Provider (HEP)	<p>Please select from the dropdown menu the student's HEP or alternatively you type in the first three characters of the HEP and a shorter list will be displayed. Select the HEP required.</p> <p>Please Note: Should you identify an HEP you require, which is not appearing on the HEI list, email administration@dsa-qag.org.uk with the subject header HEP Update – Online NAR. Include the details of the HEP, name, address, postcode etc. allowing the HEP to be updated on the system.</p>					
Higher Education Provider address	The HEP address will be automatically populated in this field when you select the HEP.					
Course name and code	Enter the students course name and code (if known)					
Course type (These sections can be completed by selecting the appropriate option within the dropdown menus provided)	Undergraduate		Postgraduate			
	Full Time		Part Time (Include Intensity)		Distance Learning	
Start date (Please enter the start and end date of the student's course)	MM / YY		End date		MM/YY	
Current year of study	Enter the student's current year of study. If the student is a prospective student, this can be left blank and the Online NAR will auto-fill this box with the word "Prospective"					
Course language	English / Welsh / Bilingual – This section is auto-filled with "English" and should be amended as required.					

Note - Remember to save the section completed before moving to section 3 or any other section.

Section 3 - Background information

A-1 Disability information

You must identify the condition(s) upon which the Needs Assessment interview is being carried out. These should be listed in **bold**. To bold items, please enter a square bracket at the start and the end of the text [insert text]. When the report is viewed/downloaded, you will see that text within the square brackets are displayed in bold.

You must reference the medical evidence (author and date) which you have seen prior to carrying out the assessment (QAF Standard 1.1.7). Where the medical evidence received does not include this information or this is illegible, it should be explicitly stated within the report.

Needs assessment interviews should only be carried out in instances where the student's DSA1 eligibility letter has been reviewed, this letter will outline the condition(s) that have been authorised by SFE.

There will be cases where a student presents evidence of a condition which does not appear on their DSA1 eligibility letter. In these instances, these conditions can be considered as part of the assessment, as long as it is made clear which recommendations are in relation to which condition. The current process should be adopted by the centres, to provide copies of any additional medical evidence to SFE along with the needs assessment report for consideration.

Although brief extracts from medical evidence can be provided in this section, please note this is already available to the funding body as such there is no need to do quote this verbatim.

As the report should be able to act as a standalone document for different audiences it is asked that details are provided which helps the reader understand the student's condition(s). (QAF Standard 2.6.4)

Where a Review of Needs has been agreed by the funding body on the grounds on a new condition, this must be explicitly stated within this section.

The student's preferred method of communication can also be recorded in this section of the report.

(NAR Template SFE Guidance Document August 2016 v2.0) <https://www.dsa-qag.org.uk/practitioner/assessors>

A-2 Details of previous DSA assessment/previous support

You must record previous assessments and/or support the student has received in the past (education and employment) and the support which has been most helpful.

For a Review of Needs, the reason for the review i.e. break in study, moving from undergraduate study to research based postgraduate study etc must be included within this section of the report. Please note, if the reason for the review is due to a new condition, this should be made clear within section A-1. Additionally, the Needs Assessor must also provide information regarding the effectiveness of previously funded DSA support.

If no DSA or non-DSA funded support has been provided, this must be explicitly stated within the report.

A-3 Course details

You must record the student's course details including course location, course activities/method of delivery and method of assessment. This can also include hyperlinks to the course information on the HEP website.

When hyperlinks/URLs are inserted, they will be clickable when the report is viewed/downloaded. The PDF will also have accessible hyperlinks/URLs.

The NAR should clearly demonstrate an understanding of the requirements and demands of the student's chosen course at their preferred institution and an understanding of the teaching practices for the student's chosen course at their preferred institution. (Section 1.8 DSA Guidance) <https://www.practitioners.slc.co.uk/media/1646/1819-guidance-dsa-new-students-from-ay-201617.pdf>

A-4 Higher education provider support / reasonable adjustments

You must record details of provisions/reasonable adjustments that are available to the student from their HEP (e.g. courses where equipment/software/ support is supplied by the HEP) and record the checks completed to avoid a duplication of the provision of funding. This does not need to be specific to the student; however, should be specific to the HEP. This information should differ from that presented in section D of the report which identifies the specific areas of difficulty the student has which may require HEP support/reasonable adjustments.

This section should illustrate that the assessor has conducted the required research into the disability support provision at the student's chosen university. This can also include hyperlinks to the relevant and current information on the HEP website.

If the information that the assessor requires is not readily available on the HEP's website they should evidence that they have contacted the HEP disability officer, course leader or another person in the HEP with knowledge of the course and the HEP support available for disabled students.

Section 4 - Effects of disability and recommendations

B-1 Equipment Previously Used/Currently in Use

Please record the details of any equipment or devices that the student currently has including: computer, smart phone or tablet computer. These items should be included as standard, regardless of the DSA strategies being recommended as there may be free apps/software which the student could benefit from and they may wish to explore.

This should include details of the specification/age/CPU benchmark check on the student's own computer, where possible, and must conclude if this has been deemed suitable to run any recommended assistive software for the duration of the course.

It is not required that all aspects of the specification are included; however, the report must explicitly conclude whether a student's own laptop will be suitable to run the recommended software, or not, and must include some information as to how that conclusion has been reached. i.e. "the student's laptop is X years old and will be Y years old by the end of the course. Additionally, the laptop scores A on the CPU benchmark, which is below the pass mark of B. Therefore, as a result of the age and the CPU score, it will not be suitable to run the assistive software."

This must be explicitly stated within section B-1.

(NAR Template SFE Guidance Document August 2016 v2.0) <https://www.dsa-qag.org.uk/practitioner/assessors>

B-2 Impacts of disability and recommended strategies.

Key Impacts

The assessor must, through discussions with the student, and using the information or medical evidence provided by their GP, consultant etc (and information in any specialist diagnostic assessment report, statement etc. where appropriate), consider the nature of the student's disability and the impact of the student's disability on their ability to undertake their chosen course. The assessor must analyse the student's previous educational experience and the effectiveness of any existing strategies (including any previously awarded DSA funded strategies).

As such, please record detailed descriptions of the barriers to learning identified as a result of the student's condition and the analysis of any previous support strategies discussed.

For a Review of Needs, the Needs Assessor must also provide information regarding the effectiveness of previously funded DSA support.

Where a student does not have any identified barriers or any existing strategies to overcome these, this must be explicitly stated within the report. For example, 'x does not anticipate having any issues with these elements', 'these elements do not form part of X's current course of study' or 'currently x does not have any existing strategies to address these barriers'.

(Section 1.8 DSA Guidance <https://www.practitioners.slc.co.uk/media/1646/1819-guidance-dsa-new-students-from-ay-201617.pdf>)

Recommended Strategies

The assessor must identify appropriate solutions to enable the above barriers to be overcome. The assessor must clearly set out any recommendations for DSAs funded support within the report. Any recommendations for DSAs support will require clear and robust evidence-based justification, within the parameters of DSAs funding as set out by DfE.

You can also include strategies here that the student has determined are not required at the time of the report or indicate where support may be required that falls outside the scope of DSAs within a Needs Assessment Report.

The assessor should also explain to the student that support may also be available from the institution and to encourage the student to discuss their additional needs with the disability adviser at the institution.

The assessor must clearly evidence that the equipment and software was demonstrated by the assessor and, where appropriate, trialled by the student (QAF Standard 1.3.4).

The assessor should analyse the support strategies available to the student and demonstrate, within the NAR, the clear decision-making process for how they arrived at the best package of support for that student with the strategies ultimately recommended. The assessor would not have to demonstrate all available strategies to the student but clearly justify why the recommended strategy was the most appropriate.

For example, 'Strategies X, Y, and Z might be useful for a student in this circumstance, but Y is the most appropriate because...' It would also enable the assessor to say why X, Y and Z might be appropriate, but they have chosen different option W, and give the reason why. There should be a record of why the assessor has decided what to recommend and justify why, if applicable, they have chosen not to recommend the most cost-effective product.

Alternative strategies can include an exploration of different software packages (i.e. TextHelp vs ClaroRead, MindView vs Inspiration), different hardware strategies (i.e. recording on a laptop, smartphone or DVR or a laptop computer vs a desktop computer), Equipment vs NMH (i.e. AT Training Portal vs AT Training) or DSA strategies vs free of charge or HEP support (i.e. Dragon vs in-built Speech to Text accessibility functions in Windows/Mac or Printer/Scanner vs using the HEP library facilities).

For any NMH recommendations, the Needs Assessor must indicate the number of hours of NMH support being recommended and must provide justification as to why the student needs this number of hours i.e. a student with mental health difficulties might have been recommended 30 hours of specialist mentor per year, why does this student need 30 hours? The number of hours recommended should not be recommended as a standard practice and should be bespoke for the individual student.

For any General Allowance recommendations (such as printer consumables or photocopying/printing costs), the Needs Assessor must indicate within their justification how they have determined the cost quoted is bespoke to the individual student being assessed and should

not recommend one cost as a standard practice. This can be achieved by including any calculations the assessor has carried out to work out this cost.

Any final DSA funded recommendations should be in **bold** upon first mention within the report.

Enter “No recommendations at this time” into the box if it does not apply to the student that is being assessed. There may be impacts that are identified which do not require any recommendations to be made for DSA funding in these instances the “recommended strategies” box should be completed with “no recommendations at this time” and explain why.

Additional Information - This section should be used for any additional impacts that you have identified which do not fit into the other categories.

(Section 1.8 DSA Guidance <https://www.practitioners.slc.co.uk/media/1646/1819-guidance-dsa-new-students-from-ay-201617.pdf> and NAR Template SFE Guidance Document August 2016 v2.0 <https://www.dsa-qag.org.uk/practitioner/assessors>)

Further Points to Consider

B-2-5 – Within the Key Impacts for this section of the report, the needs assessor should consider the following:

Use of Technology – Does the student have any disability related difficulties with using a standard keyboard/mouse, viewing the monitor, using standard software?

Access to Technology – Does the student have any disability related difficulties with using the computing facilities in shared/HEP environments or any ergonomic difficulties with sitting at a computer.

Existing Strategies – Does the student have any previous strategies to assist them with overcoming their aforementioned difficulties?

A repeat of whether the student owns a suitable computer is not sufficient for the completion of this section of the NAR.

Within the Recommended Strategies for this section, where a laptop is being recommended through the DSA, the report should also include information in relation to:

- Insurance, warranty and anti-virus software
- Carry case for laptops
- Software loading, activation and configuration
- Information regarding the £200 student contribution
- Information on how to download MS Office 365

B-2-7 - Within the Key Impacts for this section of the report, the needs assessor should consider the following:

Does the student have any disability related difficulties/existing strategies in relation to revision or the exam environment?

Does the student have any areas which may require reasonable adjustments?

This section of the report, where appropriate, should include historical information i.e. has the student received any support in previous exams? If so, what support? If not, do they think anything could have been put in place to assist them?

This should strike a balance between identifying the issues and ensuring not to make any prescriptive recommendations.

If the student's current course is not assessed by examination or timed assessment, this should also be highlighted.

B-2-9 - Where travel costs are being recommended, information regarding whether the student is in receipt of PIP/DLA or has access to a Motability car must be included.

Section 5 - Summary and costs

C – 1 List of recommended support

Please list every item of support that has been recommended. This section should be a list; there is no need to duplicate justification or descriptions.

Items which must be supplied by the ATSP as standard with a laptop computer i.e. anti-virus or insurance and warranty for a recommended computer, do not need listing within section C-1; however, these can be included if the assessors choose to do so.

It is good practice for any free of charge items which are being supplied by the ATSP such as Zotero to be included within the list although not essential.

Items which are provided as part of a bundle should be listed alongside the item which they are supplied with i.e. Sonocent for DSA Mobile Bundle – includes external microphone and battery pack.

Hardware -please complete this within the appropriate fields in Section 5 – new entries can be added for each item being recommended,

- WKH15 Laptop Computer with carry case – **Please Note:** as per the DSA Computer Specification Matrix June 2016 v4.0, a laptop carry case is a mandatory item when supplying a DSA funded laptop and therefore this must be recommended and quoted for when also recommending a laptop computer.

Software - please complete this within the appropriate fields in Section 5 – new entries can be added for each item being recommended.

Non-Medical Helper support - this section will auto-populate based upon the NMH quotes entered into Section 6.

- Assistive Technology Training - **Please Note:** the Needs Assessor must indicate within the recommendation in section B whether the AT Training is to be provided onsite/face to face or remotely.

General allowance - please complete this within the appropriate fields in Section 5 – new entries can be added for each item being recommended.

- NAR Fee - **Please Note:** this will auto-populate into the list once the cost has been entered and saved within section 6.

Travel allowance -This section will auto-populate based upon the Travel quotes entered into Section 6.

- **For Example:** Taxis - 5 return journeys x 30 weeks from Postcode 1 to Postcode 2

C-1 Student Summary

Student Summary Needs Assessors should show evidence that the student has been verbally advised why their support package has been tailored the way it has and how it is envisaged this will work in their learning environment. Assessors should reiterate this in the NAR at C-1 by including a written explanation for the student to refer to. This will enable students, who might arrive at their

HEP several months after their assessment, to have a clear point of reference, written in an understandable way, explaining why and what support they have been given which they might wish to share with their HEP.

This should be a short paragraph that sums up why the student has been given particular support and how it is expected to help them with their course.

This is the 'Student Summary' not for anyone else so should be written from a **layperson's** perspective. This might be something that the student might wish to share with the provider, HEP DO or lecturers if they do not want to share the DSA2 letter or the full NAR. It could also help some students articulate why they are having particular support.

Section 6 - Costs

(Any sections for which you have not made any recommendations will be removed from the template when the report is exported).

Equipment allowance

Summary of specialist equipment quotes

Full quotes are required for all costs given here. These should be included at the end of the report along with the quote template document (if applicable), after section E.

Three like-for-like quotes should be provided for equipment.

Supplier Name	Quote number	Net cost	Gross cost
Please select from the dropdown the ATSP or alternatively type in the first three characters of the ATSP and a shorter list will be displayed. Select the ATSP required.	Enter the quote number – this must match the quote provided exactly.	Enter the Net Cost from the quote – this must match the quote provided exactly.	Enter the Gross Cost from the quote – this must match the quote provided exactly.
		£	£
		£	£

Ergonomic / Specialist items quote / reimbursements

One quote is acceptable for ergonomic or specialist equipment.

Supplier	Quote number	Net cost	Gross cost
Please enter the ergonomic/specialist supplier. You can either select from the dropdown list of suppliers already included in the database or add a new supplier to the database.	Enter the quote number – this must match the quote provided exactly.	Enter the Net Cost from the quote – this must match the quote provided exactly.	Enter the Gross Cost from the quote – this must match the quote provided exactly.

Additional Ergonomic / Specialist items / reimbursements can be added by using the “Add” button (see page 16-17 of the User Guide).

For guidance on adding new suppliers, see pages 18-19 of the User Guide.

Non-Medical Helpers Allowance (NMH)

Two quotes are required for Non-Medical Helper support.

NMH role descriptor	Please select the AT Training role from the dropdown list.				
Duration	1hr / 2hr / 3hr	Number of sessions	Enter the number of sessions	Frequency	In Total / Per Academic Year
Supplier		Hourly rate (net cost)		Hourly rate (gross cost)	
Please select from the dropdown the ATT Provider or alternatively type in the first three characters of the ATT Provider and a shorter list will be displayed. Select the ATT Provider required. Please Note: Only DSA-QAG-registered suppliers who can deliver the appropriate category of NMH support and in the specific geographical location should be included.		Enter the Net Cost from the DSA-QAG registered rate. The quoted rate must match the DSA-QAG registered rate for the supplier on the Date of QA Review.		Enter the Gross Cost from the DSA-QAG registered rate. The quoted rate must match the DSA-QAG registered rate for the supplier on the Date of QA Review.	
		£		£	
		£		£	

Note: Unless the equipment/software being trained is specialist (i.e. Connevans provide specialist training for radio aids) then the AT Training should be charged at the same rate regardless of the condition and should be within the DfE rate cap.

NMH Role Descriptor	Please select the NMH Role Descriptor from the dropdown list.				
Duration	1hr / 2hr / 3hr	Number of sessions	Enter the number of sessions	Frequency	In Total / Per Academic Year
Supplier		Hourly rate (net cost)		Hourly rate (gross cost)	

<p>Please select from the dropdown the NMH Provider or alternatively type in the first three characters of the NMH Provider and a shorter list will be displayed. Select the NMH Provider required.</p> <p>Please Note: Only DSA-QAG-registered suppliers who can deliver the appropriate category of NMH support and in the specific geographical location should be included.</p>	<p>Enter the Net Cost from the DSA-QAG registered rate.</p> <p>The quoted rate must match the DSA-QAG registered rate for the supplier on the Date of QA Review.</p>	<p>Enter the Gross Cost from the DSA-QAG registered rate.</p> <p>The quoted rate must match the DSA-QAG registered rate for the supplier on the Date of QA Review.</p>
	£	£

NMH Role Descriptor	Additional NMH roles can be added by selecting the “Add NMH” option. These roles can also be removed if entered incorrectly.				
Duration	30 mins / 1hr / 2hr	Number of sessions	Enter the number of sessions	Frequency	In Total / Per Academic Year
Supplier		Hourly rate (net cost)		Hourly rate (gross cost)	
<p>Please select from the dropdown the NMH Provider or alternatively type in the first three characters of the NMH Provider and a shorter list will be displayed. Select the NMH Provider required.</p> <p>Please Note: Only DSA-QAG-registered suppliers who can deliver the appropriate category of NMH support and in the specific geographical location should be included.</p>		<p>Enter the Net Cost from the DSA-QAG registered rate.</p> <p>The quoted rate must match the DSA-QAG registered rate for the supplier.</p>		<p>Enter the Gross Cost from the DSA-QAG registered rate.</p> <p>The quoted rate must match the DSA-QAG registered rate for the supplier.</p>	
			£		£

Colour sensitivity / Asfedic tuning – For Non SFE Students Only.

Supplier	Net cost	Gross cost
Please enter the supplier for the Colour Sensitivity / Asfedic Tuning items.	Enter the Net Cost.	Enter the Gross Cost.

<p>You can either select from the dropdown list of suppliers already included in the database or add a new supplier to the database.</p> <p>Where the supplier is unknown, this should not be left blank and can be completed using “Various / Student Choice”.</p> <p>Please Note: As of 18/10/18 this type of support cannot be recommended for any SFE students.</p>		
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General allowance

Items	Supplier(s)	Gross cost
Enter the items recommended from the General Allowance (in section 5).	<p>Please enter the supplier for the General Allowance items.</p> <p>You can either select from the dropdown list of suppliers already included in the database or add a new supplier to the database.</p> <p>Where the supplier is unknown, this should not be left blank and can be completed using “Various / Student Choice” etc.</p>	Enter the gross cost for the General Allowance items.

Travel to the needs assessment interview can be added in this section of the report. If receipts for the travel costs are available at the time of the report being created, then these should be included within the report.

Needs Assessment Report

Supplier	Net cost	Gross cost
The Assessment centre name will be automatically populated by the system when a report is created.	Enter the Net Cost from the DSA-QAG registered rate.	Enter the Gross Cost from the DSA-QAG registered rate.

Accommodation

Academic year ()	Accommodation name	Gross cost
Student’s accommodation	Enter the name of the student’s accommodation.	Enter the total Gross Cost of the student’s accommodation.

Comparative accommodation	Enter the name of the comparative accommodation.	Enter the total Gross Cost of the comparative accommodation.
	Difference in cost	The difference in cost will automatically calculate.

Travel allowance

Taxi costs

Travel between (first line of address and postcode)	Frequency	Equivalent public transport cost	
Enter the first line of the student's address and postcode. Enter the first line of the HEP/Placement address and postcode.	Enter the frequency of the journeys required i.e. <ul style="list-style-type: none"> • up to 15 return journeys per academic year • 4 single journeys per week, 30 weeks per year 	Enter the Public Transport Cost for the journey.	Single / Return
Supplier		Net cost	Gross cost
Please enter the taxi supplier. You can either select from the dropdown list of suppliers already included in the database or add a new supplier to the database.		Enter the Net Cost for the journey.	Enter the Gross Cost for the journey.
Supplier		Net cost	Gross cost
		£	£

Similar to the ergonomic quotes and ATT/NMH, additional taxi quotes can be added for multiple journeys by using the "Add" button.

Mileage costs

Travel between (postcodes)	Frequency	Single / Return	Equivalent public transport cost
<p>Enter the first line of the student's address and postcode.</p> <p>Enter the first line of the HEP/Placement address and postcode.</p>	<p>Enter the frequency of the journeys required i.e.</p> <ul style="list-style-type: none"> • up to 15 return journeys per academic year • 4 single journeys per week, 30 weeks per year 	<p>Single / Return</p>	<p>Enter the Public Transport Cost for the journey.</p>

Needs assessor requests/preferred supplier

Specific supplier request
<p>If a needs assessor feels that there is a specific disability related need for a particular supplier to be selected for the student, then the information should be provided here for consideration. An example of a situation where this would be considered is in circumstances where continuation of support is essential for a student. These requests can be considered in exceptional circumstances only.</p> <p>It can also be noted within this section where an ATSP may not charge VAT if they are also chosen as the AT Training provider. However, the above quote should still include the gross cost as per their DSA-QAG registered rate.</p> <p>(NAR Template SFE Guidance Document August 2016 v2.0) https://www.dsa-qag.org.uk/practitioner/assessors</p>

C-3 Summary of costs

Allowance	Total of recommended support (Gross)
Specialist Equipment	The total will automatically calculate based upon the quotes entered into section 6.
Non-Medical Helper	The total will automatically calculate based upon the quotes entered into section 6
General	The total will automatically calculate based upon the quotes entered into section 6
Travel	Please manually enter the total for the travel allowance (remembering to deduct the PTC from the taxi/mileage

	quote). This will automatically add to the overall total upon saving.
Accommodation	The total will automatically calculate based upon the quotes entered into section 6. Please Note: This will be added to the General Allowance total upon the final export of the NAR and will not appear separately.
Colour Sensitivity	The total will automatically calculate based upon the quotes entered into section 6. Please Note: This will be added to the NMH Allowance total upon the final export of the NAR and will not appear separately.
Total	The total will automatically calculate based upon the quotes entered into section 6

Section 7 - Higher education provider support / reasonable adjustments

D-1 Higher education provider support

The assessor must signpost the student to speak to their institution if they have identified a need for support that is indicated as being the primary responsibility of the institution or which falls outside the scope of DSAs funding. These areas should be noted and a summary provided which the student can share with the institution for consideration under reasonable adjustments.

The assessor may wish to provide any recommendations to the institution for adjustments that they may wish to consider putting in place; however, the assessor must **not** state how support that is required from the institution should be delivered or the level required – that is for the institution to determine taking into account the individual needs of the student.

If this section is not relevant to the student that is being assessed, the section must not be removed from the report. Instead enter “N/A” into the box if it does not apply.

(Section 1.8 DSA Guidance) <https://www.practitioners.slc.co.uk/media/1646/1819-guidance-dsa-new-students-from-ay-201617.pdf>

(NAR Template SFE Guidance Document August 2016 v2.0) <https://www.dsa-qag.org.uk/practitioner/assessors>

D-2 Examinations and assessment

The assessor must signpost the student to speak to their institution if they have identified a need for support that is indicated as being the primary responsibility of the institution or which falls outside the scope of DSAs funding. These areas should be noted and a summary provided which the student can share with the institution for consideration under reasonable adjustments.

The assessor may wish to provide any recommendations to the institution for adjustments that they may wish to consider putting in place; however, the assessor must **not** state how support that is required from the institution should be delivered or the level required – that is for the institution to determine taking into account the individual needs of the student.

If this section is not relevant to the student that is being assessed, the section must not be removed from the report. Instead enter “N/A” into the box if it does not apply.

(Section 1.8 DSA Guidance) <https://www.practitioners.slc.co.uk/media/1646/1819-guidance-dsa-new-students-from-ay-201617.pdf>

(NAR Template SFE Guidance Document August 2016 v2.0) <https://www.dsa-qag.org.uk/practitioner/assessors>

D-3 Other advice and guidance

This section is to provide any additional information to the student/institution which does not fit into the other categories.

The assessor can include additional advice and guidance relating to the DSA process, alternative sources of funding, disability information etc.

Any hyperlinks/URLs included should be up-to-date to ensure that the student is being provided with accurate information.

This section should never be N/A as there should always be some form of appropriate advice and guidance to assist the student. As a minimum this section should provide further information regarding how the student can contact their HEP to discuss reasonable adjustments discussed in D-1 and D-2 or any additional support i.e. possible bursaries etc.

Section 8 - Contact details

Funding body			
Funding Body Name	The Funding Body details will be automatically populated by the system when this is selected in Section 1.		
Phone number		Email	
Address			
Specialist equipment			
Supplier 1	The supplier contact details will be automatically populated by the system when a supplier is selected from the dropdown list in Section 6.		
Supplier 2	Address: Phone number: Email:		
Supplier 3	Address: Phone number: Email:		
Ergonomic equipment			
	The ergonomic supplier contact details will be automatically populated by the system when the supplier details have been entered into the system as a new supplier or selected from the dropdown list (if already entered) in Section 6.		
Assistive technology training			
	The supplier contact details will be automatically populated by the system when a supplier is selected from the dropdown list in Section 6.		

	Address:		
	Phone number:		
	Email:		
	Address:		
	Phone number:		
	Email:		
Non-Medical Help			
	The supplier contact details will be automatically populated by the system when a supplier is selected from the dropdown list in Section 6.		
	Address:		
	Phone number:		
	Email:		
Taxi Suppliers			
	The taxi supplier contact details will be automatically populated by the system when the supplier details have been entered into the system as a new supplier or selected from the dropdown list (if already entered) in Section 6.		
	Contact name:		
	Contact role:		
	Address:		
	Phone number:		
	Email:		
Higher Education Provider			
Contact name	A specific contact name can be entered when completing the HEP details in section 2.		
Contact role	A specific contact role can be entered when completing the HEP details in section 2. This does not need to be the disability adviser, but should be someone in the disability office.		
Phone number	Enter the HEP's contact telephone number. This can be done in section 2.	Email	Enter the HEP's contact email address. This can be done in section 2.

Address	The specific contact details for the disability department at the HEP can be entered into the report when completing the HEP details in section 2, as opposed to the pre-populated HEP address which shows in section 2.
<p>Additional Information</p> <p>Any additional information which you may wish to include here can be completed in section 2. If no additional information is required, this section can be left blank.</p>	

Documents

Full quotes are required for all costs included in Section B, Section C-1 and Section C-2. Quotations should be included at the end of the report along with the quote template document (if this is applicable), after section E.

Three like-for-like quotes should be provided for equipment and software.

These quotes can be uploaded to the report within the Documents tab and must be in a PDF format.

The online system will provide an upload option for each equipment/ergonomic quote entered within section 6. The quotes can be uploaded all within the same document or within separate documents.

Export

The final NAR can be viewed (within another browser tab) or downloaded as a PDF file by using the Export function. The report can then be forwarded to the student/funding body as required.

Please Note: When submitting the report to Student Finance England, the report must be PGP encrypted and does not require password protecting in order to satisfy SFE's requirements.

However, as per the Standard 1.4.6 of the Quality Assurance Framework "attachments to email communications to the student should be locked, for example, report sent as a PDF file must be password protected". The responsibility for password protecting the report falls with the assessment centre.