



Assessment Centre: Quality Assurance Framework



Version Control

Document	Created Date	Revision Date	Author	Version Number
Assessment Centre Quality Assurance Framework	September 2015	February 2016	DSA-QAG, IAC, NNAC, SFE & DfE/Welsh Government	v5.0

Details of Section	Details of Change
1.1 Arranging an Appointment and Pre-meeting	Amended: 1.1.2, 1.1.5, 1.1.10
1.2 Access and Facilities	-
1.3 The Assessment Interview	Amended: 1.3.1, 1.3.4, 1.3.6
1.4 Post Assessment Stage	Amended: 1.4.3, 1.4.5 - 1.4.7
2.1 Centre Facilities	-
2.2 Policy and Procedures	Amended: 2.2.10
2.3 Centre Manager	Amended: 2.3.3, 2.3.4
2.4 Assessors	-
2.5 Human Resources	-
2.6 Miscellaneous	Amended: 2.6.5 New 2.6.4, 2.6.6
Appendices	Amended: Appendix 1, 5, 7, 9, 13 Deleted: Appendix 12 Renumbered: Appendices 2-13
Templates	Amended: Template 2, Template 9 New: Template 11
Terms & definitions	-

Post QAF Issue Amendments

Revision Date	QAF Reference	Amendment	Version Number
22/04/16	1.3.6 1.4.7	-Training clarification inserted to 'training options'. -Clarification note inserted.	5.1
17/08/16	Multiple	Change of name from Department for Business, Innovation and Skills (BIS) to Department for Education (DfE)	5.2
18/08/2016	Template 9	Template revised to reflect the new Needs Assessment Report	5.2
06/12/2016	2.6.2 2.6.3	Additional text added to note. Text added and amended to provide further clarity on organisation responsibilities	5.3
06/12/2016	Template 8	Template revised to reflect the new Conflict of Interest Statement	5.3
06/12/2016	Template 4	Additional text added	5.3
06/12/2016	Appendix 1	Diagram updated to reflect additional conflict routes	5.3

Contents

Contents	4
Introduction	6
1.0 Assessment Process – Standards and Measures	7
1.2 Access and Facilities	14
1.3 The Assessment Interview	17
1.4 Post Assessment Stage	22
2.0 Policy and Procedures– Standards and Measures	27
2.1 Centre Facilities	27
2.2 Policy and Procedures	31
2.3 Centre Manager	36
2.4 Assessors	41
2.5 Human Resources	43
2.6 Miscellaneous	45
Appendices	50
Appendix 1: Accommodation Requirements	52
Appendix 2: Management Information Key Performance	54
Appendix 3: Outreach Service Criteria	55
Appendix 4: Quality Auditing of Needs Assessment Report	60
Appendix 5: Complaints Procedure	61
Appendix 6: Health & Safety Policy and Procedure	62
Appendix 7: Annual Statistical Return	63
Appendix 8: Staff Competency Framework	66
Appendix 9: AT Provider Standard Quotation Template	68
Appendix 10: Opening Hours & Staffing Guidance	72
Appendix 12: Centre Manager Competency Framework	74
Appendix 13: Telephone Assessment Guidance	75
Templates	76
Template 1 - Pre-Assessment Details	77
Template 2: Observation Criteria	79
Template 3: Demonstration of Equipment & Student Consent	83
Template 4: Consent for Sensitive Personal Data Processing	86
Template 5(a): Assessor Requirements	87
Template 5(b): Specialist Equipment Supplier Quote	90
Template 5(c): Assistive Technology Training Quote	91
Template 6: Register of Interest (Employee)	92
Template 7: Asset Management Record	93

Template 8: Conflict of Interest Statement.....	94
Template 9: Quality Assurance Checklist	96
Template 10: DSA-QAG KPI Data Authorisation	99
Template 11: Register of Interest Log	100
Terms & Definitions.....	101

Introduction

DSA-QAG (the Disabled Students' Allowances Quality Assurance Group) provides a quality assurance service for assessment centres in the delivery of the Disabled Students' Allowances in England and Wales.

The following document represents the Quality Assurance Framework for assessment centres registered and accredited to undertake needs assessments as part of the Disabled Students' Allowances.

Section 1 – Assessment Process

The key service standards expected for each stage of the assessment process are outlined in Section 1 of the document. Means by which the standards will be measured have also been outlined.

Section 2 – Policies and Procedures

The supporting policies and procedures required in relation to assessment centres have been outlined in Section 2 of the document. Means by which compliance in relation to the policies and procedures will be measured have also been outlined.

The main focus for assessment centres is providing a quality service to the student. To this end, all assessment centres are required to comply with the service standards listed in this document.

Assessment centres, including any outreach provision, will be audited on a regular 12 - 18 monthly interval. A main assessment centre audit will take place within 12 months of the previous audit. An outreach audit may take place up to 3 months from the main centre's audit. Compliance with these standards of any sub-contracted services, including freelance assessors or quality assurance services, which will be included in the audit is the responsibility of the assessment centre.

1.0 Assessment Process – Standards and Measures

The service standards relating to arranging an appointment and pre-meeting are:

1.1.1	The student can choose from a range of methods of contacting the assessment centre.
1.1.2	The assessment centre will have a website displaying directional information including maps, current waiting times for an assessment interview, published hours and means of contact.
1.1.3	Web sponsorship and domain names.
1.1.4	Use of DSA-QAG related domain names.
1.1.5	The student will be offered an appointment for the assessment meeting immediately on initial contact with the assessment centre.
1.1.6	Where the appointment date can be confirmed, a confirmation letter will be sent to the student by the first working day following initial contact.
1.1.7	Diagnostic/Medical Evidence Review
1.1.8	The assessment centre will issue information explaining the process and stating the centre's service standards.
1.1.9	The interview will be undertaken within a maximum of 15 working days of the request from the student.
1.1.10	The assessment centre will ascertain the student's accessibility needs and other requirements in advance of the meeting.
1.1.11	The assessment centre will seek authorisation from the funding body prior to conducting a telephone assessment.
1.1.12	The assessment centre will seek authorisation from the funding body prior to conducting an individual student response assessment.

1.1 Arranging an Appointment and Pre-meeting

1.1.1 Student or third party contact assessment centre	
Standard	Measure
<p>The student will be able to choose from a range of means of contacting the assessment centre. Contact options will include phone, email, letter and "face to face".</p> <p>The assessment centre should have sufficient administration provision to assist with an efficient delivery of service and to ensure the use of answer phones/voicemail are used as an exception over lunch or out of office hours (refer to Opening Hour Guidance, Appendix 10).</p> <p>All assessment centres must have a nominated administrative contact onsite during their published opening hours.</p>	<ul style="list-style-type: none"> • Customer feedback • Test calls • QA audit • Website

1.1.2 Availability of website	
Standard	Measure
<p>The assessment centre is required to have an accessible website. This will display clear directional information including maps and current waiting times for an assessment interview.</p> <p>The website will also detail the assessment centre's opening hours and contact details, and as a minimum, will state the QAF KPI waiting times (currently 15 working days).</p> <p>The website will conform, as a minimum, to the W3C Web Content Accessibility Guidelines (WCAG 2.0) (http://www.w3.org/WAI/intro/wcag.php).</p> <p>Further guidance can be found at - https://www.gov.uk/service-manual/user-centred-design/accessibility</p> <p>Areas for audit will be website:</p> <ul style="list-style-type: none"> • Usability • Layout • Font size <p>Centres may wish to publish a statement stating that assessments may be conducted at alternative outreach venues to meet the needs of the student. In 'exceptional circumstances', a home assessment may be conducted.</p>	<ul style="list-style-type: none"> • Customer feedback • Test calls • QA audit • Evidence of compliance to the W3C Web Content Accessibility Guidelines (WCAG 2.0) • Web accessibility policy & website check

1.1.3 Web sponsorship, sponsored links & Google ad words

Standard	Measure
<p>Assessment centres should refrain from purchasing sponsored links / ad words to avoid displaying their organisation details as the primary search for students searching for the DSA-QAG website via a search engine. The purpose of this requirement is to minimise the risk of a student being unknowingly directed to another organisation’s website.</p> <p>It should be made clear to students when they are viewing a centre’s site, rather than the DSA-QAG site.</p>	<ul style="list-style-type: none"> • QA audit • Audit of search results for DSA-QAG • Website

1.1.4 Use of DSA-QAG related domain names

Standard	Measure
<p>Assessment centres must refrain from purchasing DSA-QAG associated domain names and redirecting students to their organisation’s website. The purpose of this requirement is to minimise the risk of a student being unknowingly directed to another organisation’s website.</p> <p>It should be made clear to students when they are viewing a centre’s site, rather than the DSA-QAG site.</p>	<ul style="list-style-type: none"> • QA audit • Audit of search results for DSA-QAG • Website

1.1.5 Appointment is booked (Key Performance Indicator)

Standard	Measure
<p>The student will be given an appointment on the same working day as initial contact (note 1) with the assessment centre (providing the student has provided sufficient disability-related information to enable the centre to do so; and that the confirmation letter from the funding body is in place).</p> <p>Note: 1st point of contact – defined as the first verbal contact/email from the student requesting an appointment providing the student has provided sufficient disability-related information for the centre to offer an appointment.</p>	<ul style="list-style-type: none"> • External – M.I. tracking process • Internal – evidence of tracking process (issue date of confirmation letter and receipt date of diagnostic/medical evidence for comparison) QA audit

1.1.6 Appointment confirmed in writing with request for documentation

Standard	Measure
<p>The centre is required to issue correspondence confirming the appointment (by letter or email) where the appointment is to take place more than 3 days after the initial contact.</p> <p>The correspondence will include -</p> <ol style="list-style-type: none"> A. a request to send diagnostic/medical evidence within 5 working days B. explaining that the assessment of needs can only be completed once all relevant and appropriate documentary evidence has been made available. (Note 2) C. a note to ask the student if they have previously had an assessment in the last 12 months reducing the instances of duplicate assessments within the same academic year <p>The centre is required to collate the mandatory student pre-assessment details as noted in template 1. Centres may wish to issue a pre-assessment form to be completed by the student (Template 1) in advance of the assessment or alternatively centres may wish to verbally collate the information from the students to then record the pre-assessment details onto their student record database.</p> <p>For those centres who have verbally collected the student pre-assessment details, the information recorded must be validated by the student's signature at the assessment interview.</p> <p>Where the pre-assessment has not been submitted by the student prior to the assessment, in 'exceptional' circumstances, the pre-assessment may be completed at the centre. However, the centre is required to provide evidence of contact made with the student to follow up pre-assessment forms not submitted on time.</p> <p>The student will be asked to give written consent for observation of the assessment interview by a member of the assessment centre staff, explaining that the observation is for staff training and quality assurance purposes, where applicable.</p> <p>Pre-assessment forms (Template 1) or an alternative format of pre-assessment details signed by the student must be made available for review during the audit.</p> <p>Note: The pre-assessment form should be issued to the student in their preferred format e.g. online, email, paper copy. It is recommended that centres record and highlight the return date within the student correspondence.</p>	<ul style="list-style-type: none"> • Customer feedback • Internal - evidence of tracking process (date of issuing confirmation letter and first contact by student with the assessment centre) • Internal – evidence of contact made with students for non-submission of completed pre-assessment forms • External – M.I. tracking process • QA audit • Review of completed pre-assessment forms (Template 1) or alternative pre-assessment form signed by the student.

1.1.7 Diagnostic/Medical Evidence Review	
Standard	Measure
<p>The centre manager is required to ensure that assessors review diagnostic/medical evidence in advance of the student's assessment.</p> <p>The centre must be able to demonstrate that a review of diagnostic/medical evidence has been completed by the assessor and relevant information recorded in the needs assessment report.</p> <p>Note: Assessors must review diagnostic/medical evidence prior to the student's assessment. Where an assessor is unable to obtain copy diagnostic/medical evidence from the student, the appointment must be re-arranged.</p>	<ul style="list-style-type: none"> • Internal - evidence of review process (date assessors review of diagnostic/medical evidence completed) • Review of completed needs assessment reports

1.1.8 Student is given information on the process & directions to the centre	
Standard	Measure
<p>Assessment centres in advance of the student's assessment, will provide –</p> <p>a) the student with clear directions to the main centre/ outreach venue in the student's preferred format.</p> <p>b) information outlining the process and standards to expect. This will include:</p> <ul style="list-style-type: none"> • the centre's needs assessment procedures • timescales for producing the needs assessment report <p>Information must be available in both digital and physical format and may be provided as an enclosure with written correspondence, as an email attachment, or link to data on the assessment centre's website.</p> <p>The above also applies to students who attend an outreach venue assessment.</p>	<ul style="list-style-type: none"> • Customer feedback • Internal – evidence of tracking process • QA audit • Website • Student information

1.1.9 Appointment timeframe (Key Performance Indicator)	
Standard	Measure
<p>The assessment interview will take place within a maximum of 15 working days from the student's first point of contact. If a student requests another date beyond the usual 15-day assessment deadline, this must be recorded in the KPIs as an 'exception'.</p> <p>Note: If the centre is not able to offer an appointment</p>	<ul style="list-style-type: none"> • Customer feedback • External – M.I. tracking process • Internal - evidence of tracking process • QA audit

<p>within 15 days, an alternative centre should be suggested to the student informing the student that they may receive an appointment sooner. However, if the student still wishes to attend the original centre, this should be recorded in the "Over 15 day" KPI field, with a note on the student record database for verification during the audit.</p> <p>Student 'exceptions' are not included in the calculation of the 15 working day KPI calculation for centres.</p>	
---	--

1.1.10 Determine needs including accessibility	
Standard	Measure
<p>Assessment centres will ask the student in advance of the meeting if they have any special requirements. This may include parking, access requirements or adaptations to the interview environment. These should be appropriately recorded on the student file and / or student record database.</p>	<ul style="list-style-type: none"> • Customer feedback • Internal – evidence of tracking process • QA audit

1.1.11 Telephone assessments – by exception	
Standard	Measure
<p>Assessment centres will seek authorisation from the funding body to conduct a telephone assessment. These should be considered only in exceptional circumstances and not formally offered or confirmed until authorisation from the funding body is in place.</p> <p>The assessor must record within the needs assessment report (NAR), the funding body authorisation contact, date of authorisation in the 'Assessment Location' section within the NAR.</p> <p>Justification for conducting a telephone assessment must be completed by the assessor within the NAR, Section A -1.</p> <p>Refer to Appendix 13, Telephone Assessment Guidance.</p>	<ul style="list-style-type: none"> • Internal – evidence of tracking process • QA audit • Needs assessment reports • Customer feedback • Funding body - telephone assessment authorisation database

1.1.12 Individual Student Response – by exception	
Standard	Measure
<p>Assessment centres will seek authorisation from the funding body to conduct an individual student response (ISR). These should be considered only in 'exceptional'</p>	<ul style="list-style-type: none"> • Internal – evidence of tracking process • QA audit

circumstances' and not formally offered or confirmed until authorisation from the funding body is in place.

The assessor must record within the needs assessment report (NAR), the funding body authorisation contact, date of authorisation in the 'Assessment Location' section within the NAR.

Justification for conducting an ISR assessment must be completed by the assessor within the NAR, Section A -1.

Refer to Appendix 3, section 3, criteria for conducting an ISR.

- Needs assessment reports
- Customer feedback
- Funding body - telephone assessment authorisation database

1.2 Access and Facilities

The service standards relating to access and facilities for assessment centres and outreach venues are:

1.2.1	A designated car parking space will be available, arranged or alternative options clearly explained to the student.
1.2.2	All assessment centres/outreach venues will be accessible to people with disabilities.
1.2.3	All assessment centres /outreach venues will have accessible toilet facilities.
1.2.4	All assessment centres/outreach venues will have a receptionist and a waiting area with seating.
1.2.5	The assessment room environment will be suitable for the needs of the individual student.

1.2 Access and Facilities

1.2.1 Car Parking	
Standard	Measure
<p>A designated parking space will be available for the student at the place of assessment interview.</p> <p>In situations where this is impracticable, a parking space will be arranged for the student in advance.</p> <p>At centres where there are no dedicated car parking facilities, the student will be informed in advance and advised of alternative options, such as local parking and public transport options (refer to Accommodation Requirements outlined in Appendix 1).</p>	<ul style="list-style-type: none"> • Customer feedback • Internal – evidence of tracking process • QA audit • In-house assessment centre disability audit • Evidence of compliance with Accommodation Requirements (Appendix 1)

1.2.2 Building access / accessible room	
Standard	Measure
<p>All centres will be aware of a student's disability-related requirements and accessibility needs including compliance with the accommodation requirements outlined in Appendix 1.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • In-house assessment centre disability audit • Evidence of compliance with Accommodation Requirements (Appendix 1)

1.2.3 Accessible toilets	
Standard	Measure
<p>All centres will have toilet facilities which are accessible, within a reasonable walking distance of the assessment accommodation, and in compliance with the accommodation requirements outlined in Appendix 1.</p> <p>Centres should refer to British Standards for guidance http://www.bsigroup.com.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with Accommodation Requirements (Appendix 1)

1.2.4 Reception	
Standard	Measure
<p>All centres will have a reception area.</p> <p>The reception area will have appropriate seating.</p> <p>A receptionist / member of the administrative staff or the assessor will be present to greet the student.</p> <p>The reception area will comply with the accommodation requirements outlined in Appendix 1.</p> <p>All centres should have a nominated staff member to cover phones and reception areas to provide services to students during published opening hours.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with Accommodation Requirements (Appendix 1)

1.2.5 Assessment room	
Standard	Measure
<p>The environment of the assessment room will be suitable for the needs of the individual student and comply with the accommodation requirements outlined in Appendix 1.</p> <p>Note: Outreach venues are required to have a 'dedicated' assessment room.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with Accommodation Requirements (Appendix 1)

1.3 The Assessment Interview

The service standards relating to the assessment interview are:

1.3.1	The assessor will research the student's declared disability or specific learning difficulty prior to the assessment interview.
1.3.2	Staff will welcome students, be aware of their disability requirements, escort them to the assessment room, explain the process and confirm consent to be observed, where applicable.
1.3.3	The assessor will be prepared and check the student's personal details. The assessor will discuss the student's disability and experience and ensure that the meeting is structured and student focused.
1.3.4	Relevant equipment will be available, demonstrated and trialled. The student will sign a pro forma to confirm which items of equipment have been trialled.
1.3.5	The assessor will clearly explain the equipment delivery and training options and record the student's preferred option.
1.3.6	The assessor will allow student feedback and explain recommendations. The assessor will confirm if a draft or final report is required and state the timeframe for receipt of the draft. The assessor will complete a <i>pro-forma</i> which the student will sign.

1.3 The Assessment Interview

1.3.1 Assessor's pre-assessment research	
Standard	Measure
<p>The assessor must complete the pre-assessment review and research prior to the student's assessment. The assessor must have received the student's pre-assessment form in advance of the assessment.</p> <p>The assessor must have comprehensive knowledge, to discuss with the student, the undernoted –</p> <ul style="list-style-type: none"> the student's declared disability or specific learning difficulty must have received and reviewed the diagnostic/medical evidence prior to the assessment knowledge of previous DSA assessment knowledge of equipment owned by the student which may be adapted and/or assistive technology utilised by the student the type of support utilised in previous study made any necessary course, HEI bursary/support enquiries prior to meeting the student at the assessment interview identified cost free support and applications available to the student where required, arranged appropriate communication support with the centre* <p>Note: This may also be arranged by the centre at the time of booking the student's appointment.</p>	<ul style="list-style-type: none"> Customer feedback Review of sample NARs Evidence of compliance with NAR Framework (refer to the DSA-QAG website http://www.dsa-qag.org.uk/ac-qaf)

1.3.2 Student arrival and introduction (welcome)	
Standard	Measure
<p>When the student arrives at the assessment centre, the assessor/administrator or receptionist will:</p> <ul style="list-style-type: none"> greet the student be aware of the student's disability requirements for access and other needs escort the student to the assessment room <p>The assessor should then:</p> <ul style="list-style-type: none"> give a clear explanation of the process confirm and record consent to be observed (where appropriate) 	<ul style="list-style-type: none"> Customer feedback Internal – evidence of tracking process QA audit Evidence of compliance with NAR Framework (refer to DSA-QAG website http://www.dsa-qag.org.uk/ac-qaf) Review sample of consent forms

1.3.3 Conduct assessment	
Standard	Measure
<p>When conducting the assessment interview the assessor will -</p> <ul style="list-style-type: none"> • be well prepared • check the student's personal details • discuss the background of the student's disability or specific learning difficulty, education and experience • discuss the student's course details and mode of study • discuss previous DSA assessment, where applicable • discuss equipment owned by the student which may be adapted • discuss assistive technology software utilised by the student • discuss bursaries and support available at the student's HEI • discuss cost free support and applications available to assist the student • to discuss with the student if they are in receipt of DLA/PIP and have a Motability Car • explain the funding methodology • conduct a structured and student focused assessment following the criteria outlined in the Observation Criteria (Template 2) 	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with assessor observation criteria (Template 2). • Evidence of compliance with NAR Framework (refer to DSA-QAG website http://www.dsa-qag.org.uk/ac-qaf)

1.3.4 Demonstrate and trial equipment.	
Standard	Measure
<p>Equipment relevant to supporting the student's needs will be available during the interview. The equipment and software will be demonstrated by the assessor and, where appropriate, trialled by the student.</p> <p>There is no expectation that an assessment centre with multiple assessment rooms will have a full range of equipment permanently in each room, however, the assessment centre should have sufficient equipment and software to meet the demands of all students being assessed at the same time.</p> <p>The student will sign part 1 of the Use of Equipment pro-forma (Template 3), to confirm which items of equipment have been trialled.</p> <p>Where training in the use of the equipment or software is required, the assessor will discuss and record the preference of the student regarding face-to-face or remote delivery.</p>	<ul style="list-style-type: none"> • Customer feedback • Internal – evidence of tracking process • QA audit • Evidence of completed pro-forma - Use of Equipment (Template 3)

1.3.5 Student Information – Delivery & Training

Standard	Measure
<p>During the assessment, the assessor should clearly explain the equipment delivery and training options and record the student's preferred option when requesting a quote from an assistive technology service provider/provider –</p> <p>For delivery-</p> <ul style="list-style-type: none"> • delivery, setup and familiarisation • courier with setup and familiarisation on the same day by an engineer • courier delivery, with setup and familiarisation at a later date <p>For training-</p> <ul style="list-style-type: none"> • onsite • remote <p>Delivery/installation and training should be supplied according to details on the quotation request and AT provider quote and are separate activities. While training may be arranged on the same date it must follow delivery and installation.</p> <p>Training sessions should be conducted on separate days; however, where it is at the students request to change timings, the ATSP/provider will contact the centre and request authorisation. A record of the change authorised by the centre must be logged against the student's record.</p> <p>The students preferred options should be recorded in the in the NAR, allowing the funding body to authorise the students request.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit

1.3.6 Summarise meeting and inform the next step in process.

Standard	Measure
<p>At the end of the interview the assessor will summarise the meeting. In particular, the assessor will:</p> <ul style="list-style-type: none"> • be student focused and allow for student feedback • make clear the key recommendations from the meeting • complete part 2 of the Use of Equipment pro-forma (Template 3) outlining the key recommendations, which the student will counter sign • reach agreement with the student if they require a draft or final report, advising that that the needs assessment has been completed and that no follow up research is required 	<ul style="list-style-type: none"> • Customer feedback • Internal – evidence of tracking process • QA audit • Evidence of completed pro-forma - Use of Equipment (Template 3) • Evidence of completed Consent Form for Sensitive Personal Data Processing (Template 4)

- if the student opts in to a draft report, the student should be given a period of up to 5 working days to respond, after which time the assessment centre will proceed and issue the NAR to the funding body.
- the student will sign part 3 of the Use of Equipment pro forma (Template 3) to confirm opt in/opt out
- request the student signs the Consent Form for Sensitive Personal Data Processing (Template 4)

Inform the student that the draft or final report will be issued within a maximum of 10 working days.

The students preferred training options should be recorded in the in the NAR, allowing the funding body to authorise the students request.

1.4 Post Assessment Stage

The service standards relating to the post assessment stage are:

1.4.1	The needs assessment report (NAR) will be produced in line with the NAR template.
1.4.2	Internal QA checks will be conducted by a nominated, trained and knowledgeable person(s).
1.4.3	The number of quotations required for needs assessment reports (NAR).
1.4.4	Standard quotations templates will be used for obtaining quotes. The assessment centre will use the standard quotation templates for obtaining quotes for inclusion in the needs assessment report (NAR).
1.4.5	The report will be sent to the student within 10 working days from the assessment interview taking place.
1.4.6	The final report will be sent to the funding body and student by email (via secure internet) or by other secure method approved by the funding body within 1 working day from the student's approval.
1.4.7	The assessment centre will undertake on-going customer feedback relating to the student's experience.
1.4.8	Student training – missed sessions

1.4 Post Assessment Stage

1.4.1 Needs Assessment Report produced	
Standard	Measure
<p>a) The needs assessment report (NAR) will be produced in line with the NAR template. The NAR template is available on the DSA-QAG website http://www.dsa-qag.org.uk/ac-qaf</p> <p>b) Guidelines in relation to the quality of the NAR are included in the Quality Auditing of Needs Assessment Report (Appendix 4)</p> <p>Note: Unacceptable NARs which do not conform to a) and b) may be returned by SFE and other funding bodies for revision.</p>	<ul style="list-style-type: none"> • Customer feedback • Internal – evidence of tracking process • QA audit • Evidence of compliance with current NAR template • Evidence of compliance with the Quality Auditing of Needs Assessment Report (Appendix 4) • Evidence of internal QA process • Evidence of required quotations obtained for each assessment (Template 5)

1.4.2 Internal QA check nominated person specification	
Standard	Measure
<p>Where the QA is not conducted by the assessment centre manager, the needs assessment report will be QA checked by a nominated, trained and knowledgeable person(s) before it is sent to the student.</p> <p>The QA person must be able to evidence their knowledge and experience related to:</p> <ul style="list-style-type: none"> • disability and specific learning difficulties in education • relevant legislation & guidance related to funding of the Disabled Students' Allowance: Department for Education (DfE/Welsh Government) and familiarity with the DfE/Welsh Government guidance • required report format and methodology • assistive technology appropriate to the reports being quality assured • and, relevant continuing professional development <p>Records of quality assurance processes must be maintained by the centre and be available for audit. This must include quality assurance for assessments conducted at outreach venues.</p>	<ul style="list-style-type: none"> • Internal – evidence of adherence to internal procedures with QA track able report (i.e. reviewer responsible/ referral process/ timelines) • QA audit • Evidence of compliance with NAR Framework (refer to DSA-QAG Website www.dsa-qag.org.uk) • Evidence of compliance with the Quality Auditing of Needs Assessment Report (Appendix 4) • Evidence of adherence to internal training policies for new QA • Evidence of compliance to internal QA process • Staff Competency Framework (Appendix 8) • Review of QA checklist (Template 9) or alternative evidence to be provided by

<p>It is the centre manager's responsibility to ensure that the steps outlined in the QA guidance checklist (Template 9) are considered during the QA review of each needs assessment report, prior to submitting to the funding body.</p>	<p>the centre of a QA validation trail (e.g. email evidence)</p>
--	--

1.4.3 Quotations for equipment, assistive technology and ergonomic equipment	
Standard	Measure
<p>Centres undertaking assessments administered by SFE/SFW will be required to submit-</p> <ul style="list-style-type: none"> • 3 quotations for equipment • 2 quotations for assistive technology training and an outline of the training content (refer to note 1) • 1 quote for ergonomic equipment <p>Centres undertaking assessments administered by other funding bodies will adhere to the individual funding body procedure for quotations.</p> <p>All quotes should be obtained from a DSA-QAG registered AT Provider or specialist supplier using the required standard quotation template available http://www.dsa-qag.org.uk/ac-appendices</p> <ul style="list-style-type: none"> • Quotation Document 1: Assessor Requirements • Quotation Document 2: AT Providers • Quotation Document 3: Specialist Supplier Quotes • Quotation Document 4: Assistive Technology Training <p>Note 1: The preference of the student regarding face-to-face or online training, and any issues noted, must be recorded within the NAR.</p> <p>Note 2: Assessors should refrain from requesting additional unnecessary quotes (more than the number specified by the Funding Body) from AT Providers.</p> <p>Note 3: Please refer to Standard Quote Guidance http://www.dsa-qag.org.uk/assessors.html</p>	<ul style="list-style-type: none"> • Internal – evidence of tracking process • QA audit • Evidence of compliance with NAR Framework (refer to DSA QAG Website www.dsa-qag.org.uk) And compliance with the Quality Auditing of Needs Assessment Report (Appendix 4) • Evidence of internal QA process

1.4.4 Standard quotations templates	
Standard	Measure
<p>The standard quotation templates will be used for obtaining quotations from AT Providers of equipment, suppliers of specialist equipment and non-medical helper services. Template 5 (a-c) contains-</p> <ul style="list-style-type: none"> • Quotation Document 1: Assessor Requirements • Quotation Document 2: AT Providers • Quotation Document 3: Specialist Supplier Quotes • Quotation Document 4: Assistive Technology Training <p>Please refer to Standard Quote Guidance, April 2010 and Appendix 9, for reference.</p> <p>Alternatively, Assessors may use the CQS online system for obtaining quotes which has been agreed by SFE and associated funding bodies.</p>	<ul style="list-style-type: none"> • QA audit • Evidence of compliance with the standard quote documentation

1.4.5 Draft copy report to student (Key Performance Indicator)	
Standard	Measure
<p>The student should be offered a draft copy of their NAR prior to the report being sent to the funding body. Should the student request a draft copy, this must be sent to the student within 10 working days from the date of the assessment interview.</p> <p>Note: The student should be informed that they have 5 working days only to comment. In the absence of student comment within the 5 working days, the NAR will be submitted to the funding body.</p>	<ul style="list-style-type: none"> • Customer feedback • External – M.I. tracking process • Internal – evidence of tracking process • QA audit

1.4.6 Final report sent to funding body and student (Key Performance Indicators)	
Standard	Measure
<p>The centre will ensure the final report is sent to the funding body and the student by secure email (note 1).</p> <p>a) within 10 working days from the date of assessment</p> <p>b) or within 15 working days from the date of assessment for a student who requests a draft copy report prior to submission to the funding body.</p> <p>Note 1: All email communication, containing personal</p>	<ul style="list-style-type: none"> • External – M.I. tracking process • Internal – evidence of tracking process • QA audit

<p>information must be secure. The centre may request the assessor carries out this action, but ultimate accountability lies with the centre. Attachments to email communications to the student should be locked, for example, report sent as a PDF file must be password protected.</p> <p>Note 2: The centre should ensure that where an amendment is raised by the student, updates are completed by the assessor, as required. The report must be submitted to the funding body within the 15 working day KPI.</p>	
--	--

1.4.7 Student feedback - needs assessment process	
Standard	Measure
<p>The centre will contact the student a minimum of twice at agreed intervals to gain feedback on how the assessment experience had been for them. Details of the contact must be logged and available to view for audit purposes.</p> <p>The first contact, which will be within 12 months of the assessment date, should seek the student's views on how the assessment was for them and the efficacy of the support strategies recommended. The second, which will be before the course end date, should be to gain feedback on how the student is doing in their course and the continuing efficacy of the support strategies recommended.</p> <p>Note: It may not be possible to contact the student twice at agreed intervals depending on where the student is in relation to their course end date, for example, a student may be on their final year which may only permit contact to be made on one occasion.</p>	<ul style="list-style-type: none"> • Customer feedback • Review feedback analysis log and record of action taken by the practitioner

1.4.8 Student training – missed sessions	
Standard	Measure
<p>ATS providers will notify the assessment centre on a monthly basis of missed student training session(s). The log of missed sessions will capture cases where the ATS provider has been unable to reschedule the session.</p> <p>The centre manager must contact the student to ascertain the reason why the session(s) was missed and determine any action to be taken.</p> <p>The centre manager will update the log with the reason for the missed training sessions and action taken by the centre.</p>	<ul style="list-style-type: none"> • Review of missed training session log and action taken by the centre • Sample check of student correspondence

2.0 Policy and Procedures– Standards and Measures

2.1 Centre Facilities

The service standards relating to the assessment centre facilities are:

2.1.1	All equipment listed in the "Equipment Requirements" will be available.
2.1.2	Inspection & testing of electrical equipment.
2.1.3	Assessment centre offering outreach services will be in compliance with Appendix 3.
2.1.4	Outreach centres will be in compliance with Appendix 3, section 1.
2.1.5	HEI outreach centres will be in compliance with Appendix 3, section 2.
2.1.6	Individual student response assessments will be conducted in compliance with Appendix 3, section 3.
2.1.7	Registration of new outreach services.

2.1 Centre Facilities

2.1.1 Availability of equipment	
Standard	Measure
<p>Centres will have available the equipment listed in the Equipment Requirements outlined in http://www.dsa-qag.org.uk/ac-qaf.</p> <p>A record of all assessment centre equipment is to be maintained for audit purposes (refer to Template 7, Asset Management Record).</p> <p>Note: For centres operating outreach services, an individual asset management record must be maintained for each outreach venue.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance sample check of Asset Management Record (Template 7) • Evidence of compliance with Equipment Requirements http://www.dsa-qag.org.uk/ac-qaf

2.1.2 Inspection & testing of electrical equipment	
Standard	Measure
<p>The safe working condition of portable electrical equipment (i.e. laptop power supplies) is the responsibility of the assessment centre manager.</p> <p>It is a requirement that centres carry out PAT (Portable Appliance Testing) on all portable electrical equipment as a minimum every two years.</p> <p>For centres based in HE Institutions, PAT testing is to be in accordance with the individual institution's PAT testing policy and procedures, which must be available for audit.</p> <p>Further guidance on PAT can be found on the HSE website http://www.hse.gov.uk/electricity/faq-portable-appliance-testing.htm</p>	<ul style="list-style-type: none"> • QA audit • Asset Management Record (Template 7)

2.1.3 Outreach Services	
Standard	Measure
Assessment centres operating outreach services will do so in compliance with the Outreach Criteria outlined in Appendix 3.	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with Outreach Service Models (Appendix 3)

2.1.4 Outreach Centres (OC)	
Standard	Measure
<p>Assessment centres operating outreach centre(s) will do so in compliance with the Outreach Services document – section 1, Outreach Centre criteria outlined in Appendix 3.</p> <p>Fully equipped assessment rooms must be available for assessors conducting assessments at outreach centres.</p> <p>Equipment is required to be PAT tested (i.e. laptop power supplies).</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with Outreach Service Models – outreach centre (Appendix 3, section 1) • Equipment requirements compliance http://www.dsa-qag.org.uk/ac-qaf • Asset Management Record (Template 7)

2.1.5 HEI Outreach Centres (HOC)	
Standard	Measure
<p>Assessment centres operating HEI outreach centre will do so in compliance with the Outreach Services document – section 2, HEI Outreach Centre criteria outlined in Appendix 3.</p> <p>Fully equipped assessment rooms must be available for assessors conducting assessments at outreach centres.</p> <p>Equipment is required to be PAT tested (i.e. laptop power supplies).</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with Outreach Service Models – HEI outreach centre (Appendix 3, section 2) • Equipment requirements compliance http://www.dsa-qag.org.uk/ac-qaf • Asset Management Record (Template 7)

2.1.6 Individual Student Responses (ISRs)	
Standard	Measure
<p>Assessment centres conducting individual student responses will do so in compliance with the Outreach Services document – section 3, Individual Student Response outlined in Appendix 3.</p> <p>Mobile kits in line with the mobile equipment list http://www.dsa-qag.org.uk/ac-qaf must be available for assessors conducting assessments at a student’s home or residential accommodation.</p> <p>Mobile kits are required to be PAT tested.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with Outreach Service Models – ISR (Appendix 3, section 3) • Evidence of Compliance with the Mobile Kit requirements http://www.dsa-qag.org.uk/ac-qaf • Asset Management Record (Template 7)

2.1.7 Registration of new outreach services	
Standard	Measure
<p>Assessment centres are required to notify DSA-QAG of new outreach services to be operated by completing and submitting the appropriate outreach application prior to the opening of the service. This will allow DSA-QAG to complete the registration process with the assessment centre.</p> <p>Outreach service registration forms available for download http://www.dsa-qag.org.uk/hoc-oc-registration-documents</p> <p>Note: Centres must not assess students until the registration process has been completed in full.</p>	<ul style="list-style-type: none"> • Customer feedback • QA audit • Evidence of compliance with the outreach service registration process for HOC/OC

2.2 Policy and Procedures

The service standards relating to the policy and procedures are:

2.2.1	Assessment centres will maintain a database recording performance against predetermined performance indicators.
2.2.2	Assessment centres will complete a KPI data sharing declaration.
2.2.3	Assessment centres will operate a complaints policy and procedure.
2.2.4	Assessment centres will have appropriate health & safety policies and procedures.
2.2.5	Assessment centres will maintain records in compliance with the Data Protection Act and records will contain only information relevant to the provision of support for the student. Students' data must not be transferred or sold to third parties.
2.2.6	All centres will have relevant insurance including employer's liability.
2.2.7	Assessment centres will be independent and objective in the selection of AT Providers.
2.2.8	The assessment centre will possess and operate Human Resources Policy and Procedures.
2.2.9	Assessment centres will operate an Equality and Diversity Policy and Procedure.
2.2.10	Assessment centres will ensure they conduct DBS checks for employed staff that may be in one to one contact with students.

2.2 Policy and Procedures

2.2.1 Management KPI's	
Standard	Measure
<p>Assessment centres are required to hold and maintain a data system which is fit for purpose as detailed in DSA-QAG Key Performance Indicators (Appendix 2).</p> <p>MI data must be automated to allow for accurate reproduction of data during monthly KPI returns, annual audits or to assist with KPI Performance Monitoring analysis, as and when required by DSA-QAG.</p> <p>Note: For centres operating outreach services, KPI data must be accurately recorded at the main centre.</p>	<ul style="list-style-type: none"> • External – M.I. tracking process • Evidence of M.I. criteria relating to KPIs (Appendix 2) • Internal – evidence of tracking process • QA audit
2.2.2 KPI Declaration	
Standard	Measure
<p>Practitioner organisations will complete and submit a KPI data sharing declaration to DSA-QAG (Template 10).</p> <p>The purpose of the KPI data sharing declaration is to allow DSA-QAG to publish agreed KPI figures to the DSA-QAG website on a monthly basis. The KPI data sharing declaration will also allow DSA-QAG to share all KPI figures with funding bodies and DfE on a monthly basis.</p> <p>Note: New practitioners will complete the declaration as part of the registration process.</p>	<ul style="list-style-type: none"> • QA audit - review of completed KPI data sharing declaration (Template 10)
2.2.3 Complaints procedure	
Standard	Measure
<p>Assessment centres will operate and adhere to a relevant, published complaints procedure and associated procedures as outlined in Appendix 5.</p> <p>Note: For centres operating outreach services, staff or 3rd parties involved, must be fully aware of the centres complaints procedure.</p>	<ul style="list-style-type: none"> • Evidence of practice including adherence to Complaints Procedure (Appendix 5) and actions taken on complaints • QA audit

2.2.4 Health and safety	
Standard	Measure
<p>Assessment centres will operate and adhere to a relevant health and safety policy and associated procedures as outlined in Appendix 6.</p> <p>Note: Centres based within an institution may be covered by the institution's health & safety policy and must include, as a minimum, the areas outlined in Appendix 6.</p>	<ul style="list-style-type: none"> • Evidence of compliance to Health and Safety Policy and Procedure (Appendix 6) • QA audit

2.2.5 Data protection	
Standard	Measure
<p>Assessment centres will maintain records in compliance with the Data Protection Act.</p> <p>Assessment centres will maintain records containing only sufficient relevant information to enable them to meet their liabilities relating to support for the student.</p> <p>Students' data must not be transferred or sold to third parties external to the Disabled Students' Allowance process.</p> <p>Note: For centres operating outreach services, the main centre is responsible for ensuring adherence to the Data Protection Act.</p>	<ul style="list-style-type: none"> • QA audit • Evidence of compliance with the Data Protection Act

2.2.6 Insurance	
Standard	Measure
<p>All centres must have relevant insurance including Employer's and Public Liability.</p> <p>Note: For centres operating outreach services, the main centre is responsible for ensuring relevant insurance including Employer's and Public Liability covers the outreach venue and staff.</p>	<ul style="list-style-type: none"> • Evidence of relevant and up-to-date insurance certificates • QA audit

2.2.7 Independence – selection of AT provider	
Standard	Measure
<p>Assessment centres will be independent and objective in the selection of AT providers.</p> <p>The centre manager is responsible for ensuring a suitable policy is in place for selecting AT providers. The policy must detail the selection criteria followed by the centre when identifying AT providers.</p> <p>The centre manager must have a process in place to document the check carried out to ensure their assessors adhere to the centre's AT provider policy.</p>	<ul style="list-style-type: none"> • QA audit • Evidence of documentation relating to AT Providers Selection Policy • Sample check of NAR reports and quote selection criteria

2.2.8 Human Resources (HR)	
Standard	Measure
<p>The assessment centre will possess and operate a Human Resource policy and procedure.</p> <p>Note: Centres based within an institution may be covered under the institution's HR policy and procedures.</p>	<ul style="list-style-type: none"> • QA audit • Evidence of compliance to the Human Resource Policy and Procedures

2.2.9 Equality and Diversity	
Standard	Measure
<p>Assessment centres will operate and adhere to an Equality and Diversity policy and procedure.</p> <p>Note: Centres based within an institution may be covered under the institution's Equality and Diversity policy and procedure.</p>	<ul style="list-style-type: none"> • QA audit • Evidence of compliance with Equality and Diversity Policy and Procedure

2.2.10 Safeguarding and Basic Disclosure Check	
Standard	Measure
<p>Centre managers will ensure that appropriate safeguarding policies and procedures including Lone Working are in place and followed by all centre staff.</p> <p>It is the responsibility of the centre manager to ensure all staff in the centre, who work on a one-to-one basis with students, has as a minimum, a current basic disclosure check.</p> <p>A basic disclosure can be obtained via Disclosure Scotland, in addition to CRB agencies:</p> <p>http://www.disclosurescotland.co.uk/basicdisclosureonline/index.htm</p> <p>Assessment centres based within an institution may be covered by the institution’s safeguarding policies and procedures, where they reflect the operation of the centre. However, a minimum of a basic disclosure check is required.</p> <p>Where such policies and procedures are not in place, the centre will be required to have their own.</p> <p>Note 1: Safeguarding policies and procedures must cover all models of service delivery, including outreach and pre-authorized individual student response assessments undertaken at another venue than the main or outreach centre.</p> <p>Note 2: For HEI based centres, the centre manager’s disclosure check should be reviewed by a senior manager within the HEI. For non-HEI based centres, the centre manager’s disclosure check should be reviewed by a responsible person (e.g. civil servant, police officer etc.)</p>	<ul style="list-style-type: none"> • QA audit • Evidence of compliance with safeguarding/DBS policies and procedures • Sample check of staff records - staff CRB or DBS checks. • Review of CRB confirmation document completed by relevant personnel for centre manager

2.3 Centre Manager

2.3.1	Change of centre manager
2.3.2	Centre Manager –CPD & training
2.3.3	Systems and processes
2.3.4	Overseeing assessor recommendations
2.3.5	Dissemination of DSA guidance
2.3.6	New assessor training & observation
2.3.7	Staff development
2.3.8	Annual assessor observations
2.3.9	Staff appraisals

2.3 Centre Manager

2.3.1 Change of centre manager	
Standard	Measure
Centres must inform DSA QAG of a change in centre manager within 4 weeks of the new manager taking up the post.	<ul style="list-style-type: none"> Centre manager online questionnaire and onsite interview

2.3.2 Centre Manager –CPD & training	
Standard	Measure
<p>The centre manager is responsible for undertaking CPD and relevant training annually, covering as a minimum –</p> <ul style="list-style-type: none"> - Relevant professional development in their field e.g. management skills - Updating skills in their assessment specialism (if assessment are undertaken by the centre manager, for example, dyslexia, visual impairment) - Enabling technology and software updates <p>CPD and personal training records must be maintained and made available for audit.</p>	<ul style="list-style-type: none"> Centre Manager online questionnaire and interview Review of training records for the last 12 months Review of CPD records for last 12 months

2.3.3 Systems and processes	
Standard	Measure
<p>The centre manager will demonstrate that they have sufficient assurance that the centre’s systems and processes comply with the QAF framework standards for the undernoted -</p> <ul style="list-style-type: none"> • Operate a student record database (refer 2.2.1 and appendix 2) • Automated KPI reporting facility (refer 2.2.1 and appendix 2) • KPI submission by the 8th working day of the month • Student feedback (refer 1.4.12) • QA of internal policy and procedures • QA of needs assessment reports (refer 1.4.2) <p>Note 1: where the centre manager delegates responsibilities for any of the above standards, they must have appropriate levels of assurance, mechanisms and</p>	<ul style="list-style-type: none"> Centre Manager online questionnaire and interview Evidence of adherence to QAF framework

<p>systems in place. This may be, for example, sample checking reports, production of weekly reports and conducting regular staff meetings etc.</p> <p>Note 2: Centre's must operate a student record database with MI reporting facilities as this provides better integrity of data reducing human error and provides automated management information reports. Excel databases may be used providing automated reports can be produced without manual intervention and the centre can demonstrated at audit that formulas cannot be edited by the data input user(s).</p> <p>Note 3: Excel spreadsheets where manual intervention is required to produce KPI figures are not acceptable.</p>	
---	--

2.3.4 Overseeing assessor recommendations	
Standard	Measure
<p>The centre manager will ensure that all needs assessment reports are prepared in accordance with DfE/Welsh Government and funding body guidance and in line with the Disabled Students' Allowance (DSA) i.e. every student is entitled to an independent evaluation of their 'additional' need.</p> <p>The centre manager is ultimately responsible for all recommendations made by the centre. He/she is responsible for overseeing the quality assurance of assessments including setting standards, monitoring recommendations and ensuring that recommendations do not exceed the specific need of the student.</p> <p>The centre manager must provide for audit, evidence of their QA of recommendations and instances of feedback and arbitration with the assessment team.</p>	<ul style="list-style-type: none"> • Centre Manager online questionnaire and interview • Review of internal QA policies and procedures • Evidence of needs assessment arbitration with the assessment team • Review of Template 3

2.3.5 Dissemination of DSA guidance and related information	
Standard	Measure
<p>The centre manager is responsible for ensuring staff are kept up to date with the following –</p> <ul style="list-style-type: none"> • amendments to DfE/Welsh Government Guidance • sector developments including funding body requests • relevant assistive technology updates and guidance <p>The centre manager must demonstrate at audit the</p>	<ul style="list-style-type: none"> • Centre Manager online questionnaire and interview • Evidence of dissemination of information to centre staff • Evidence of compliance to DfE/Welsh Government/funding body

dissemination of the above information to assessors (including freelance) and other key centre staff.	guidance
---	----------

2.3.6 New assessor training & observation

Standard	Measure
<p>The centre manager is responsible for planning and co-ordinating the initial training and performance review of new assessors including freelance assessors.</p> <p>The centre manager is required to ensure new assessor observation(s) take place prior to the assessor conducting unobserved assessments. This should be in line with the centre's training policy for new assessors.</p>	<ul style="list-style-type: none"> • Centre Manager online questionnaire and interview • Training policy for new assessors • Evidence of new assessor observation and feedback • Evidence of training records

2.3.7 Staff Development

Standard	Measure
<p>The centre manager is responsible for planning and co-ordinating annual staff development and training for all staff including freelance staff.</p> <p>Staff development and training records must be maintained and made available for audit.</p>	<ul style="list-style-type: none"> • Centre Manager online questionnaire and interview • Review of staff development and training logs

2.3.8 Annual assessor observations

Standard	Measure
<ul style="list-style-type: none"> • The centre manager is responsible for planning and co-ordinating assessor assessment observations annually. • Observation log and records must be maintained and made available for audit. 	<ul style="list-style-type: none"> • Centre Manager online questionnaire and interview • Evidence of assessor observation log, records and observation documentation.

2.3.9 Staff appraisals

Standard	Measure
<p>The centre manager is responsible for planning, co-ordinating and ensuring appraisal documentation is maintained for all staff appraisals including freelance staff. Appraisals must be conducted annually.</p> <p>Annual appraisal log must be maintained and made available for audit.</p>	<ul style="list-style-type: none">• Centre manager online questionnaire and interview• Review of appraisal log• Assessor online questionnaire and interview

2.4 Assessors

The service standards relating to Assessors are:

2.4.1	Assessor’s skills and experience
2.4.2	Assessor –CPD & training
2.4.3	Enabling Technology and software

2.4 Assessors

2.4.1 Assessor's skills and experience	
Standard	Measure
<p>Assessors will possess the knowledge, skills, and experience to assess students appropriately, including areas of specialism e.g. dyslexia, visual impairment, hearing impairment.</p> <p>The assessor must provide documentary evidence of the qualifications, experience and training in their specialist area.</p> <p>Note: An assessor may assess single or multiple disabilities. Specialism refers to the types of disabilities the assessor undertakes e.g. dyslexia only, dyslexia and visual impairment only.</p>	<ul style="list-style-type: none"> • Annual assessor observation documentation • Evidence of qualifications and training in specialist area

2.4.2 Assessor –CPD & training	
Standard	Measure
<p>The assessor in conjunction with the centre manager is responsible for undertaking CPD and relevant training annually, covering as a minimum –</p> <ul style="list-style-type: none"> - Updating skills in area of specialism e.g. dyslexia - Demonstrating knowledge of DSA guidance and information disseminated by the centre manager - Annual assessment observation records <p>CPD records and personal training records must be maintained and made available for audit.</p>	<ul style="list-style-type: none"> • Assessor online questionnaire and interview • Training records for the last 12 months • Review of CPD personal file records for last 12 months • Review of annual assessment observation records (Template 2)

2.4.3 Enabling Technology and software	
Standard	Measure
<p>Assessors will conduct on-going relevant research and training on enabling technology and software.</p> <p>The assessor must demonstrate evidence of research and refresher training conducted in the last 12 months.</p>	<ul style="list-style-type: none"> • Assessor online questionnaire and interview • Evidence of AT equipment and software products refresher

2.5 Human Resources

The service standards relating to Human Resources are:

2.5.1	Disability Awareness Training
2.5.2	Validation of Certification/Accreditation – NOT CURRENTLY AUDITED

2.5 Human Resources

2.5.1 Disability Awareness Training	
Standard	Measure
<p>Practitioners must ensure that all new staff including administration, training and support staff, receive disability awareness training from an external disability awareness provider, as part of their induction training (refer to http://www.dsa-qag.org.uk/disability-awareness-trainers.html)</p> <p>As an alternative, disability awareness training can also be undertaken via online course from a third party.</p> <p>Staff members who have undertaken training would be required to provide evidence of the training completed and the date of completion.</p> <p>Note: Staff employed with the organisation for less than a year must attend disability awareness training from an approved provider.</p>	<ul style="list-style-type: none"> • Evidence of disability awareness training certification for staff employed in last 12 months • Sample staff training records

2.5.2 Validation of Certification/Accreditation*	
Standard	Measure
<p>Practitioner staff must hold a certified DSA qualification to perform the following roles –</p> <ul style="list-style-type: none"> • Centre Manager • Assessors • Engineers • Trainers <p>Staff will be required to produce at audit certification for validation.</p>	<ul style="list-style-type: none"> • Review and validation of certification

NOTE*: For future audit, not included as a 2015-16 audit standard.

2.6 Miscellaneous

2.6.1	Assessment centres will complete QAG statistical returns as required.
2.6.2	Assessment centres will maintain a Register of Interest (ROI) for employees.
2.6.3	Assessment Centres will maintain a Register of Interest (ROI) for the organisation.
2.6.4	Assessment Centres will adhere to the multiple condition procedure
2.6.4	Assessment Centres will collate student feedback at the required intervals.
2.6.5	Assessment centres will apply single assessment fee and adopt reviews where applicable.
2.6.6	Assessment Centres will adhere to the cancellation policy

2.6 Miscellaneous

2.6.1 Statistical returns to DSA-QAG	
Standard	Measure
<p>Assessment centres will complete and submit an annual statistical return (refer to Appendix 7) via the DSA-QAG online portal.</p> <p>Note: For centres operating outreach services (outreach centre/HEI outreach centre), the main centre is responsible for ensuring statistics for outreach assessments are included.</p>	<ul style="list-style-type: none"> Completed Annual Statistical Return (Appendix 7)

2.6.2 Register of Interest (Employees)	
Standard	Measure
<p>Assessment centres will request an updated Register of Interest (ROI) for each employee annually and will maintain a log for their employees.</p> <p>Employees must complete their declaration within 10 working days of either starting with the assessment centre, or of any change to their circumstances which could give rise to an actual or perceived conflict of interest.</p> <p>The purpose of the register is for assessment centre employees to record if they are aware of any potential conflict of interests that may affect the organisation's independence from any parties involved in Disabled Students' Allowances.</p> <p>An example of an appropriate register of interest declaration is included in Template 6. Register of interest declarations must include the conflict identified by the employee and the mitigating factors taken to manage the conflict. Any actual or perceived conflicts should be reflected in the Register of Interests (Organisation) submitted to DSA QAG.</p> <p>Policy on managing conflicts of interest can be found at: http://www.practitioners.slc.co.uk/media/8463/ssin-10-16-conflict-of-interest-november-2016-nmh-suppliers.pdf</p> <p>Note: If DfE considers anyone involved in assessing DSAs or providing assessment services has failed to meet the required standards set out, DfE will take appropriate remedial action. Where DfE considers it appropriate this action may include any or all of the following:</p> <ul style="list-style-type: none"> a requirement to take mitigating actions, suspension of accreditation to provide DSAs related services, or 	<ul style="list-style-type: none"> QA audit - review of a sample of Register of Interest declaration for employees (Template 6) Register of interest log for employees

<ul style="list-style-type: none"> •withdrawal of accreditation to provide DSAs related services <p>Each issue will be dealt with on a case by case basis and referred to the funding body and DfE.</p>	
--	--

2.6.3 Register of Interest (Organisational)

Standard	Measure
<p>Assessment centres will maintain an organisational Register of Interest (ROI) for the organisation, and submit to DSA QAG annually. This is to ensure that student interests are safeguarded, that public funds are not misused, and that there is no self-promotion of services for personal or organisational gain. The link to completing the online declaration can be found at: http://www.dsa-qag.org.uk/conflict-of-interest-statement</p> <p>The DfE policy on conflicts of interests in DSAs is at http://www.practitioners.slc.co.uk/media/8463/ssin-10-16-conflict-of-interest-november-2016-nmh-suppliers.pdf</p> <p>The purpose of the register is for the assessment centre to register anything that could give rise to an actual or perceived conflict of interest. To ensure that these are appropriately recorded, this should include details of all the services they provide to DSAs; and any relationships that could constitute a conflict of interest.</p> <p>An example of areas which could give rise to an actual or perceived conflict of interest is shown on the chart at Template 8 – Register of Interest (Organisation), Appendix 1.</p> <p>DfE therefore requires that all assessment centres will have submitted a Register of Interest Statement to DSA QAG with regard to their DSAs work, and thereafter on an annual basis. Organisations are required to show the steps or measures they take to ensure that the risk of conflict of interest is appropriately managed (including conflicts which their employees may have) and the process followed to avoid the conflicts set out in the principle statement.</p> <p>It is the responsibility of the assessment centre to notify DSA-QAG of any changes to their services, employees (for example new staff or a change in employees circumstances) or way in which a conflict is managed which impacts on the Register of Interest(s).</p> <p>The assessment centre is required to contact DSA-QAG within 10 working days of the change occurring and submit an updated ROI (Organisational) which will be held by DSA-QAG.</p> <p>The ROI must be reviewed on an annual basis by the organisation.</p>	<ul style="list-style-type: none"> • QA audit - review Register of Interest Declaration for the organisation (Template 8)

<p>Note: If DfE considers anyone involved in assessing DSAs or providing assessment services has failed to meet the required standards set out, DfE will take appropriate remedial action.</p> <p>Where DfE considers it appropriate this action may include any or all of the following:</p> <ul style="list-style-type: none"> • a requirement to take mitigating actions, • suspension of accreditation to provide DSAs related services, or • withdrawal of accreditation to provide DSAs related services <p>Where it is identified that there is a conflict which has not been disclosed, in the first instance DSA-QAG will issue a warning with a period of 14 days given to rectify the issue.</p> <p>Each issue will be dealt with on a case by case basis and referred to the funding body and DfE.</p>	
--	--

2.6.4 Needs Assessment– Multiple Conditions (SFE & SFW only students)	
Standard	Measure
<p>Needs Assessment Interviews must only be carried out in instances where centres have had sight of a student’s DSA1 Needs letter, which will outline the condition(s) that have been authorised by SFE.</p> <p>There may be cases where a student presents during their assessment interview, evidence of a condition which does not appear on their DSA1 Needs letter. In these instances, these conditions can be assessed by the assessor, however, it must be clearly recorded within the report which recommendations are in relation to which condition. Any additional medical evidence should then be submitted to SFE along with the Needs Assessment Report for consideration.</p> <p>The assessor must record information about the condition(s) on which the report has been carried out by listing (in bold) the condition(s) that have been assessed.</p> <p>Although the assessor can provide extracts from medical</p>	<ul style="list-style-type: none"> • QA audit • Funding body authorisation of reviews • Customer feedback

evidence this is already available to the funding body. The assessor is required to provide to SFE/SFW details which helps "make sense" of the student's condition, daily effects etc.	
--	--

2.6.5 - Single Fee & Assessment reviews	
Standard	Measure
<p>Assessment centres will charge students a single assessment fee, which will cover all work required for the duration of course study and applies to all students (both new and existing) and in accordance with QAF standard 2.6.4 with the exception of the following -</p> <p>Centres may be required to undertake reviews out with the single fee arrangement which they may charge a fee; for a funded review or full fee assessment. The assessment review criteria, in line with the DfE guidance is http://www.dsa-qag.org.uk/docman-public/assessors-tab/1849-new-arrangements-for-assessment-reviews-final-1/file must be adopted-</p> <ul style="list-style-type: none"> • All Reviews must be authorised in writing by the funding body in advance. • All documentation relating to reviews must be logged and available to view at audit. <p>All centre advertising material, including the website, must state that the assessment fee is inclusive and what is included in it clearly and specifically.</p>	<ul style="list-style-type: none"> • Customer feedback • Internal – evidence of centre contact with student • Log • QA audit • Website • Funding body authorisation of reviews

2.6.6 – Missed/cancelled assessment appointments	
Standard	Measure
<p>If a student fails to attend an assessment appointment or gives a centre less than 24 hours' notice of cancellation (excluding weekends and bank/public holidays), assessment centres may charge a fee of no more than:</p> <ul style="list-style-type: none"> • £60 (+vat) for a full assessment • £30 (+vat) for a funded review <p>The centre should make attempts to fill the appointment space with another student, and will not charge the funding body for a cancellation fee where the appointment is filled.</p>	<ul style="list-style-type: none"> • Internal – evidence of centre contact by/with student • Log of cancellations

<p>Note: It is recommended that the centre should adopt good practice by contacting the student (e.g. by text) the day before to remind the student of their appointment.</p>	
--	--

Appendices

The undernoted appendices are available for download from the DSA QAG website via <http://www.dsa-qag.org.uk/ac-appendices>

Appendix 1: Accommodation Requirements

Appendix 2: Management Information Key Performance Indicators

Appendix 3: Quality Auditing the Needs Assessment Report

Appendix 4: Outreach Criteria

Appendix 5: Complaints Procedure

Appendix 6: Health & Safety Policy and Procedure

Appendix 7: Annual Statistical Return

Appendix 8: Staff Competency Framework

Appendix 9: Standard Quotation Template

Appendix 10: Opening Hour Guidance

Appendix 11: Directional Information Guidance

Appendix 12: Centre Manager Competency Framework

Appendix 13: Telephone Assessments

Appendix 1: Accommodation Requirements

The criteria detailed below apply to the accommodation requirements at DSA-QAG assessment centres and outreach centres/facilities other than those assessments undertaken in the student's residence.

Building Facilities

- Building is suitable to students including those with physical and sensory impairments.
- Building is accessible to students including those with physical and, sensory impairments.
- Building has at least one wheelchair accessible assessment room with demonstration equipment.
- Procedures are in place for client and staff safety.
- All information is in secure storage in compliance with the Data Protection Act and individual centre's policy.
- Centre has access to appropriate space for meetings, training and staff development.

Car parking

- Best practice is that the assessment centre is required to arrange a disabled parking bay, when this is required by a student.
- Car parking spaces for students with mobility impairments are in a convenient location.
- Where best practice is not feasible, the assessment centre must inform the client in advance and provide details of local parking or to discuss alternative travel arrangements.

Toilets

- The assessment centre will have at least one accessible toilet.
- Toilet facilities are fitted with a panic alarm.
- Toilet facilities are compliant with Health and Safety requirements.
- Toilet facilities are compliant with British Standards Regulations.

Reception

- A reception area is available. This is not required to be a dedicated space of the assessment centre.
- The reception area is suitable to students with physical and sensory impairments
- The reception area is accessible to students with physical and sensory impairments.
- The reception area has appropriate seating.
- A receptionist or an assessor is present to greet the client.

Assessment Rooms

- The centre has at least one dedicated assessment room with at least the minimum equipment specified on the Equipment Requirements list.
- The assessment room is appropriate to students including students with physical and sensory impairments.
- The assessment room is accessible to students including students with physical and sensory impairments.
- The assessment space provides a confidential and appropriate environment.
- The assessment room meets the needs of the individual.

- The assessment room has:
 - Adjustable lighting*
 - Task Lighting
 - Adjustable desk and chair
 - Computer or laptop for demonstration/student trial of software
 - Internet access
 - Adequate ventilation
 - Adjustable controls for heating
 - Alert method (e.g. panic alarm/button on phone)

***Note:** This may be in the form of a dimmer attached to the main lighting or an uplighter with dimmer.

Appendix 2: Management Information Key Performance.

The following Quality Assurance Framework KPIs will be reported by assessment centres on a monthly basis by the 8th working day of the month.

Timetable of KPI deadlines available here <http://www.dsa-qag.org.uk/ac-kpi-documentation>

QAF Ref	Description	Standard
1.1.5	Needs assessment appointment given on initial contact (providing funding body confirmation letter in place).	Immediate
1.1.9	Needs assessment appointment time frame.	15 days
1.4.5	Draft copy report issued to student (where requested).	10 days
1.4.6	Final report issued to funding body.	10 days 15 days*

Note 1: In each KPI standard, "days" refers to working days.

Note 2: * for students who request a copy of the report, the centre is required to address amendments and submit the report to the funding body within 15 days of the student's assessment.

Appendix 3: Outreach Service Criteria

Reference

Whilst many needs assessments are usually delivered within the environment of an accredited centre there will sometimes be a need for assessments to be undertaken at a student's home, accommodation or place of study by reasons of difficulty in travelling, overriding personal circumstances or disability. In these cases this will always be agreed in advance with the student.

Needs assessment reports relating to assessments undertaken in any outreach capacity must be quality assured by a suitably trained person. Where an assessment takes place through outreach this should be stated along with the reason on the needs assessment report.

In addition, there sometimes arise circumstances in which there may be good reasons for an assessment to be conducted at other venues identified in advance and appropriately equipped as per the outreach centre equipment requirement and outreach facilities mobile kit requirements, and otherwise suitable for assessments. The following three models will clarify the different arrangements for assessments.

Model 1 - Outreach Centre (OC)

An outreach centre (OC) is defined as an alternative venue for assessments at a different location to and managed by the main centre, providing assessments **to students studying at or applying to any institution.**

Model 2 – HEI Outreach Centre (HOC)

An HEI outreach centre (HOC) is defined as an alternative venue for assessments managed by the main centre, located in an HEI and providing a service **for students currently studying at that institution only.** The service is not available to students who are studying at other institutions or those applying and not yet following a course.

Model 3 – Individual Student Response (ISR)

An individual student response is defined as a service available to a student in '**exceptional circumstances**'. The main centre is required to seek authorisation from the funding body prior to confirming an assessment of needs appointment with the student. The assessment should not be confirmed until this authorisation is obtained.

Website publications and advertising

The OC and/or HOC will be listed on DSA-QAG website and the main centre may choose to advertise their accredited outreach centre on their website.

Section 1 - Outreach Centre Criteria

The main accredited centre **must** submit a registration form (<http://www.dsa-qag.org.uk/hoc-oc-registration-documents>) as part of the registration process –

- signed duly by the centre manager
- must include details of the rationale for setting up the outreach provision
- start and end date, with an annual review of the operation included
- a withdrawal clause
- full disclosure of all financial arrangements, disclosure of any other mutually beneficial arrangements
- disclosure of any potential conflicts of interest, including where in-house training or NMH are available and demonstration of conflicts are avoided. The application will be held confidentially by DSA-QAG.

1.1 Equipment - An individual asset management record must be maintained for each outreach venue. Each outreach centre will be fully kitted to enable the assessment to be conducted in full, and to allow for demonstration of equipment to take place.

1.2 Needs Assessment Process – Needs assessments conducted at outreach centres must be done so in compliance with QAF points 1.1.1 to 1.1.14. Please note, the needs assessment report must be completed recording the location where the assessment took place.

1.3 Outreach Facilities – The facilities at an outreach centre will be in compliance with QAF points 1.2.1 to 1.2.5. Please note, the outreach centre must have a dedicated assessment room.

1.4 Policies and Procedures – Outreach centre's policies and procedures will be in compliance with QAF points 2.2.1 to 2.2.9.

Section 2 - HEI Outreach Centre Criteria

The main accredited centre **must** submit a service level agreement (SLA) (<http://www.dsa-qag.org.uk/hoc-oc-registration-documents>) as part of the registration process –

- signed duly by the HEI and the main centre
- the SLA must include details of the rationale for setting up the outreach provision
- start and end date, with an annual review of the operation included
- a withdrawal clause
- includes an agreement for the host HEI to meet reasonable requests from DSA-QAG to evidence that the institution's students are being allowed to make an informed choice of assessment centre
- full disclosure of all financial arrangements, disclosure of any other mutually beneficial arrangements
- disclosure of any potential conflicts of interest, including where in-house training or NMH are available and demonstration of conflicts are avoided. The SLA must be submitted to DSA-QAG annually when requested and will be reviewed as part of the HOC audit.

The application will be held confidentially by DSA-QAG.

2.1 Equipment - An individual asset management record must be maintained for each outreach venue. Each HOC will be fully kitted to enable the assessment to be conducted in full, and to allow for demonstration of equipment to take place.

2.2 Needs Assessment Process – Needs assessments conducted at HOCs must be done so in compliance with QAF points 1.1.1 to 1.1.14. Please note, the needs assessment report must be completed recording the location where the assessment took place.

2.3 Outreach Facilities – Outreach facilities will be in compliance with QAF points 1.2.1 to 1.2.5. Please note, the outreach centre must have a dedicated assessment room.

2.4 Policies and Procedures – Outreach centre's policies and procedures will be in compliance with QAF points 2.2.1 to 2.2.9. Where a HOC is using the HEI's policy documents, this must be indicated on the SLA document.

Section 3 - Individual Student Response Criteria

Criteria on which the decision to authorise an ISR may include:

1. Study location – a location where there is no main or outreach centre within reasonable reach of where the student is currently studying. 'Reasonable' may be defined, for example, when:

- travel time is more than 1 hour each way
- public transport is poor and would require complicated arrangements such as several changes that the student would have difficulty managing (see 3)

2. Student location – when the student is unable to travel due to personal circumstances, for example-

- Studying from home and unable to leave the house due to ill health or disability (see 3)
- They are in secure accommodation

3. Accessibility –where the impact of the student's disability makes travel to a main, outreach centre or HEI outreach centre unreasonable or unfeasible, and where alternatives, for example private car or funded taxi transport, have been evaluated and confirmed unavailable or impractical. For example, where the student has-

- mobility difficulties that make use of any form of transport to the centre impossible or unreasonable (see 1 and 2)
- stamina, mental health, anxiety or severe organisational issues, when the travel time or a complicated journey may be beyond the personal resources of the student (see 1)

Notes:

- An ISR will only be available to students in exceptional circumstances, where justification is clear, and not in response to their request.
- It is the responsibility of the assessment centre/assessor to provide adequate detail to inform the decision-making process of the funding body prior to authorisation. This should include evidence of distance and relevant details, including that alternatives have been evaluated, for example provision of taxi transport to take the student to a main or Outreach centre.
- Every request for an ISR must be **individually justified** based on the accessibility of the service to the individual student, taking all the circumstances into account. An ISR should not be requested, or the decision to authorise an ISR should not be based, solely on an individual's disability. For example, it should not be assumed that a wheelchair user or a blind student is unable to travel to a main or outreach centre.
- Inadequate justification for an ISR will be referred back to the centre. If no more information is available, the ISR will not be authorised.

3.1 Equipment – the main centre will supply and ensure that the appropriate mobile kit in line with the QAF is taken by the assessors to the student's home, HEI residence or other venue to allow the assessment to be conducted in full, and to allow for demonstration of equipment to take place.

3.2 Need Assessment Report – must be completed recording the location where the assessment took

place, the reason for the ISR and the 'authorisation to assess' details from SFE and other funding bodies.

3.3 Volume of assessments - a maximum number of **10** per annum at one location is acceptable. More than 10 assessments, the main centre may be requested to apply for OC or HOC registration depending on the location. The number of ISRs undertaken at an individual location, and the criteria on which they may be authorised, will be reviewed on an on-going basis by DSA QAG in consultation with SFE as the main funding body. All funding body authorisations for ISRs must be available for annual audit.

The accredited centre's monthly KPIs will be monitored and where elevated/increasing numbers are identified/reported contact will be made by DSA QAG with the centre manager and will also be raised by DSA QAG at audit.

Any issues of non-compliance reported by the auditor, for example ISR not pre-authorised or appropriately justified in the needs assessment report, may result in funding bodies declining to authorise future ISR assessments. Any additional occurrences identified may impact on the main centre's accreditation.

Appendix 4: Quality Auditing of Needs Assessment Report

As part of the DSA-QAG quality audit conducted at an assessment centre, the auditor will review a sample of student needs assessment reports. The criteria for auditing the reports will be based on the SFE guidance model for completing the needs assessment report (refer to DSA-QAG website, www.dsa-qag.org.uk, Needs Assessment Report & Guidance). The following areas will be reviewed:

- Evidence of Information Gathering (**Section A of the report**)
- Identification of Need (**Section B of the report**)
- Identifying Suitable Support Strategies (**Section C of the report**)

In addition the following fields completed on the report will be verified against the assessment centre's Disabled Students' Allowance database:

- Date of Assessment
- Date of Draft Report
- Assessor / Assessment Centre Disclosure
- Assessment Venue
- Name and Position of Reviewer
- Date of QA Review
- Date Report Issued to Student
- Date Report Issued to Funding Body
- DSA-QAG registered AT provider (exceptions for specialist equipment)
- Number of quotes obtained in line with the funding body's internal processes (equipment /non-medical helpers)

Appendix 5: Complaints Procedure

Assessment centres will have a documented complaints procedure which will be published on their website and available in other accessible formats. As a minimum the document will:

1. State the assessment centre's complaints policy.
2. Explain that complaints will be handled in a professional and non-confrontational manner.
3. Explain how students/customers can complain and identify the stages in the complaints process.
4. Explain who will listen to the complaint.
5. Explain the method by which the organisation will respond.
6. Provide the timeframe within which the organisation will respond to the complaint.
7. Explain the options for the student/customer if they remain dissatisfied after the assessment centre's initial response and wish to escalate their complaint.
8. Identify a third party to whom the customer may complain.
9. Identify the ultimate point of appeal if the student/customer remains dissatisfied.

Assessment centres will also maintain a complaint log which will include:

1. The student's/customer's name and account reference.
2. Date of the complaint.
3. A flag to indicate if the complaint is "open" or resolved.
4. Nature of the complaint.
5. Record (including dates) of the assessment centre's response and any actions taken.
6. Record of subsequent correspondence or discussions with the student/customer.

Appendix 6: Health & Safety Policy and Procedure

Assessment centres will have a documented health & safety procedure which will include as a minimum:

1. A health and safety policy statement which will state:

- The centre's objectives and commitments in relation to health & safety
- The centre's responsibilities
- The relevant health and safety legislation

2. Specific Procedures in relation to:

- Fire precautions
- First aid
- Signs and notices
- Workplace welfare e.g.
 - Access & egress
 - Ventilation
 - Lighting
 - Temperature
 - Sanitary facilities
 - Cleanliness
 - Facilities for rest and eating
- Portable Appliance Testing (PAT)
The minimum frequency for PAT testing is 1 year for items that are moved regularly, for example laptops and 2 years for all other relevant equipment. For centres based in HE Institutions PAT testing is to be in accordance with the individual institution's PAT testing policy and procedures, which must be available for audit.
- Risk assessments, including:
 - Lone working
 - Residential visits
 - Access to, and usage of, centre facilities by disabled customers.

The health and safety policy and procedures will apply to outreach facilities as well as the main assessment centre.

Information on Health and Safety link <http://www.hse.gov.uk/legislation/hswa.htm>

Appendix 7: Annual Statistical Return

Centres will access the annual statistical return via the DSA-QAG portal on receipt of the portal request for the annual submission for the period 1 April – 31 March each year. The statistics supplied may be analysed by the Department for Education (DfE) and Welsh Government for future DSA policy.

ANNUAL STATISTICAL RETURN – SECTION A

Please provide accurate information.

UCAS Code	HESA Code	Disability or special needs/support required	Number assessed from (start date) to (end date)
A	00	No Known Disability	
B	53	Student has Autistic Spectrum Disorder or Asperger's Syndrome	
C	58	Student is blind/partially sighted	
D	57	Student is deaf/hard of hearing	
E	54	Student has unseen disability, e.g. diabetes, epilepsy	
F	55	Student has mental health condition, such as depression	
G	51	Student has specific difficulty, e.g. dyslexia, dyspraxia or AD(H)D	
H	56	Student is a wheelchair user/has mobility difficulties	
I	96	Student has a disability or special need not listed above	
J	08	Student has two or more of the above disabilities/special needs	
		TOTAL A	

Please record all students assessed **once** only [i.e. in one UCAS code box only: for example if student has dyslexia plus a hearing impairment they should be recorded once as code J] to ensure total numbers are accurate.

Total numbers recorded in sections "A" should equal sections "B part 1 - 3"

ANNUAL STATISTICAL RETURN – SECTION B

Please provide accurate information.

Part 1 Number of Students Assessed by Study Mode and Funding Body - SFE

					(start date) to (end date)			
	U/graduate Full Time	U/graduate Part Time	P/graduate Full Time	P/graduate Part Time	U/graduate Full Time Review	U/graduate Part Time Review	P/graduate Full Time Review	P/graduate Part Time Review
Student Finance England								
	U/graduate Full Time 'Unpaid' Review	U/graduate Part Time 'Unpaid' Review	P/graduate Full Time 'Unpaid' Review	P/graduate Part Time 'Unpaid' Review				
Student Finance England								
TOTAL								

Part 2 Number of Students Assessed by Study Mode and Funding Body - SFW

					(start date) to (end date)			
	U/graduate Full Time	U/graduate Part Time	P/graduate Full Time	P/graduate Part Time	U/graduate Full Time Review	U/graduate Part Time Review	P/graduate Full Time Review	P/graduate Part Time Review
Student Finance Wales								
	U/graduate Full Time 'Unpaid' Review	U/graduate Part Time 'Unpaid' Review	P/graduate Full Time 'Unpaid' Review	P/graduate Part Time 'Unpaid' Review				
Student Finance Wales								
TOTAL								

Note: For further information regarding paid/unpaid reviews, please refer to QAF standard 2.6.4 – Fully Inclusive Assessment Fee and standard.

Part 3

	U/graduate Full Time	U/graduate Part Time	P/graduate Full Time	P/graduate Part Time	U/graduate Full Time "Top up"	U/graduate Part Time "Top Up"	P/graduate Full Time "Top up"	P/graduate Part Time "Top Up"
Scottish Awards Agency (SAAS)								
Northern Ireland Education Library Board								
Open University								
Other(s) e.g. NHS.								
TOTAL								

Appendix 8: Staff Competency Framework

The following document outlines the knowledge, skills, behaviours and qualifications/experience as a necessary minimum requirement of assessors undertaking needs assessments for Disabled Students' Allowance (DSA) students.

Staff Competencies			
Knowledge	Skills	Behaviour	Qualifications and Experience
Relevant Legislation	Well Organised	Personal Conduct	Relevant professional development
Specific Impairments	Written Communication	Professional Conduct	Evidence of induction and approval procedures
DSA legislation and guidance	Oral Communication	Responsibility towards Customers	Evidence of CPD
DSA schemes	Interpersonal Skills	Sensitive, Flexible, Responsive	Standard needs assessment report format and methodology
Higher Education Sector	Investigative / Research Skills		Adherence to centre guidelines & policies
Teaching and learning mechanisms	Negotiation Skills		On-going assistive technology updates
Assistive Technologies	Analytical Skills		Providing assistive technology recommendation rationale
Recognised AT providers	Report Writing Skills		Adherence to legislation & guidance: DfE/Welsh Government guidance
Support strategies for non-diagnostic/medical help	Diplomacy		Identifying needs specific impairments
Non-DSA support mechanisms			Undertaking assessment observations
'Hardship Fund' or other appropriate HEI sources of funding			Provide concise reports recommending the need and strategy solution
Equality and Diversity			Continued development through attendance of Assessor training days
Understanding of QAF requirements			
Knowledge	Skills	Behaviour	Qualifications and Experience

How competencies are measured			
Knowledge	Skills	Behaviour	Qualifications and Experience
Interview	Training new assessor process	Interview	Interview
Appraisal review	Observations	Observations	New assessor training procedures
CPD Folder	QA feedback	Feedback from internal departments within the centre	CPD folder
	Survey feedback	Survey feedback	Appraisal review
	Appraisal review	Appraisal review	
How competencies are documented			
CV and evidence of written work	Training log	Observation document	CV & written evidence
Appraisal form	Observation document	Survey results	Training log
CPD folder	Appraisal form	Appraisal form	CPD folder
	Survey results		Appraisal form

Appendix 9: AT Provider Standard Quotation Template

1. Quotation Document 2: AT Provider Quotation

1.1 Background Information

Assessment Centre Information

Assessment Centre	
Assessor Name	
Assessor/Assessment Centre Email	
Assessment Centre Reference Number	
Student Name	
Course Start Date	
Course End Date	

AT Provider Information

AT Provider Company	
AT Provider Address	
AT Provider Contact Name	
AT Provider Contact Tel No.	
AT Provider Quote ID Number	
DSA-QAG Accreditation Certificate Number	
Date of Quotation	
Length of Course Remaining	
Total Maintenance & Support Period	
Insurance Period	

1.2 Laptop Description	Cost	
	Ex VAT	Inc VAT
Make		
Model		
Operating System		
Speed		
RAM		
Size of Hard Drive		
Processor Type		
Chipset		

Memory			
Screen Size			

		Cost	
1.3 Desktop Description		Ex VAT	Inc VAT
Make			
Model			
Operating System			
Speed			
RAM			
Size of Hard Drive			
Processor Type			
Chipset			
Memory			
Screen Size			

		Cost	
1.4 Software Description		Ex VAT	Inc VAT

		Cost	
1.5 Printer/Scanner Description		Ex VAT	Inc VAT
Separate Ink Cartridges	Yes / No		
Automatic Duplex	Yes / No		
Wireless	Yes / No		

		Cost	
1.6 Digital Recorder Description		Ex VAT	Inc VAT

1.7 Ergonomic Equipment & Input Devices Description	Cost	
	Ex VAT	Inc VAT

1.8 Equipment for Hearing Impaired Clients Description	Cost	
	Ex VAT	Inc VAT

1.9 Equipment for Visually Impaired Clients Description	Cost	
	Ex VAT	Inc VAT

1.10 Additional Items Description	Cost	
	Ex VAT	Inc VAT

1.11 Delivery, Set Up & Familiarisation		Cost	
		Ex VAT	Inc VAT
Please delete as applicable: 1. Standard Delivery & On Site Assembly (1.5 hours) 2. Extended Delivery & On Site Assembly (up to 2 hours)	Please delete as applicable: 1. Delivery, setup and familiarisation in one timed appointment 2. Courier with setup and familiarisation later on that same day 3. Delivery with setup and familiarisation at a later date 4. Delivery Only		
		Ex VAT	Inc VAT
Total Cost of Equipment Quote			

		Cost	
1.12 Assistive Technology Training Description	No. of Sessions (In 2 hour blocks*)	Ex VAT	Inc VAT
Please record below onsite or remote training			
		Ex VAT	Inc VAT
Total Cost of Training Quote			

Appendix 10: Opening Hours & Staffing Guidance

DSA-QAG does not hold a requirement for assessment centres or outreach centres to operate a strict 9.00am – 5.00pm policy. It is, however, essential that assessment centres clearly stipulate on their website their operational hours and the operational hours of their outreach venues.

Assessment centres are required to operate administrative and contact facilities for students during standard office hours, however, not all assessment centres are able to offer needs assessments at all times. If this is the case, it must be clearly detailed on the centre's website when needs assessment are available. An example is displayed below.

(Insert name of Assessment Centre) Assessment Centre Opening Times

Day	Office Hours	Needs Assessments
	Personnel will be available to answer student calls and queries.	Assessors are available to carry out needs assessments. Note: Below should list the time of the last appointment.
Monday	9am to 5pm	Closed
Tuesday	9am to 5pm	10am to 4pm
Wednesday	9am to 5pm	10am to 4pm
Thursday	9am to 5pm	10am to 4pm
Friday	9am to 5pm	10am to 4pm
Saturday	Closed	10am to 12pm
Sunday	Closed	Closed

(Insert name of Outreach Centre) Outreach Centre Opening Times

Day	Office Hours	Needs Assessments
	Personnel will be available to answer student calls and queries.	Assessors are available to carry out needs assessments. Note: Below should list the time of the last appointment
Monday	9am to 5pm	Closed
Tuesday	9am to 5pm	Closed
Wednesday	9am to 5pm	Closed
Thursday	9am to 5pm	10am to 4pm
Friday	9am to 5pm	10am to 4pm
Saturday	Closed	Closed
Sunday	Closed	Closed

Appendix 11: DSA-QAG Directional Information Guidance

DSA-QAG has undertaken research into the requirements for signage and the alternative methods of providing students with directions. Discussions with British Dyslexia Association (BDA) and Royal National Institute for Blind (RNIB) highlighted several factors to take into consideration when producing directional information, a summary of which can be found below.

DSA-QAG has produced this document to provide assessment centres with guidance, and to allow a degree of flexibility.

RNIB also highlighted the usefulness of staff availability at train stations to ensure the student exits the station at the correct exit; it may be appropriate to contact your local train/bus station and ensure they are aware of your location.

For particularly complicated instructions, for example finding a specific room in a large complex, it may be appropriate to have a member of staff meet the student at a central, easy to find location and escort them to the office.

- Avoid using 'left' and 'right' where possible. Instead, use landmarks to identify the route.
- Student may wish to use text-reading software so ensure written directions are compatible.
- Include the building address and postcode on all directions or maps as a student may wish to navigate using GPS.
- Use cream or pastel paper, justify text to the left, leaving a jagged edge on the right, avoid capital letters mid-sentence, 12 or 14 point text.

Note: The above information was provided as guidance by BDA and RNIB. For further information, please contact BDA or RNIB direct.

It is the responsibility of the centre to ensure that directions are produced in the student's preferred format.

Appendix 12: Centre Manager Competency Framework

The following document outlines the knowledge, skills, behaviours and qualifications/experience as a necessary minimum requirement for a centre manager undertaking needs assessments for DSA students.

Centre Manager Competencies			
Knowledge	Skills	Behaviour	Qualifications and Experience
Relevant Legislation	Well Organised	Personal Conduct	Relevant professional development
Specific Impairments	Written Communication	Professional Conduct	Evidence of induction and approval procedures
DSA legislation and guidance	Oral Communication	Responsibility towards Customers	Instigating and evidencing their own CPD
DSA schemes	Interpersonal Skills	Sensitive, Flexible, Responsive	Staff development and training of all centre staff and assessors
Higher Education Sector	Investigative / Research Skills		Overseeing all quality assurance in accordance with DfE/Welsh Government Guidance and the spirit of the DSA
Teaching and learning mechanisms	Negotiation Skills		Reviewing and quality assuring reports
Assistive Technologies	Analytical Skills		Organising appropriate support
Recognised AT Provider	Report Writing Skills		Assessing individuals across a range of disabilities and specific learning
Non-DSA support mechanisms	Diplomacy		Qualified to degree level or equivalent
'Hardship Fund' or other appropriate HEI sources of funding			Ability to make appropriate student support recommendations
Equality and Diversity			
Understanding of QAF requirements			

Appendix 13: Telephone Assessment Guidance

It is accepted that it is most beneficial for a student to attend an accredited assessment centre (or related outreach) for their needs assessment (NA). However, there are circumstances where this may not be possible, for disability related reasons.

In these circumstances the following should be adhered to, in order of preference:

- i. Assessment at an accredited assessment centre or related outreach
- ii. The assessor to visit the student's institution with appropriate mobile equipment
- iii. The assessor to visit the student's home with appropriate mobile equipment
- iv. Telephone assessment

When a telephone assessment is the only option, the student should be informed that, in the future, if they feel capable, they are entitled to a face to face review.

Please note: Authorisation is required before conducting a telephone assessment and must be in place before the appointment is confirmed.

The centre manager/assessor must contact the SFE, DSA Team direct and on receipt of authorisation, and record in the NAR, the funding body contact name and date of authorisation within the 'assessment location' section. The assessor should fully justify why options i to iii were not appropriate, in section A-1. Not being able to offer a mobile assessment (options ii or iii), is not sufficient justification for a telephone assessment.

Note: Assessment centres unable to offer mobile assessments are not authorised to perform telephone assessments. They should direct students who cannot be seen under criteria (i) to a centre where all options are on offer.

Assuming the student has been seen face to face at least once, it would be acceptable to provide a review or 'top-up' by telephone, when appropriate.

There is a special circumstance where it is possible that the student becomes aware of Disabled Students' Allowance (DSA) when already studying abroad. In these circumstances any centre could perform a telephone assessment, with an obligation to follow up with a face to face review on their return.

For Audit Purposes

DSA-QAG will review a sample check of telephone assessments conducted by the assessment centre against those recorded in the centre and SFE's Telephone Assessment database.

Templates

The undernoted templates are available for download from the DSA QAG website via <http://www.dsa-qag.org.uk/ac-templates-15-16>

Template 1: Pre-Assessment Form
Template 2: Observation Criteria
Template 3: Use of Equipment and Consent
Template 4: Consent for Sensitive Personal Data Processing
Template 5(a): Assessor Requirements
Template 5(b): Specialist Equipment Supplier Quote Template
Template 5(c): Assistive Technology Training Quote Template
Template 6: Register of Interest (Employee) Declaration
Template 7: Asset Management Record
Template 8: Register of Interest (Organisational) Declaration
Template 9: Quality Assurance Checklist
Template 10: DSA-QAG Website KPI Data Authorisation
Template 11: Register of Interest Log

Note: All templates within the QAF have been designed to capture the **minimum, mandatory information** from students-

- Centres are welcome to adapt and edit these templates for their own use; it is essential that the centre does **not** remove any of the original fields or questions to ensure that all mandatory data is still captured. This does not apply to the standard quote documentation.
- Centres may prefer to merge templates to reduce the number of student signatures required.
- DSA-QAG will provide centres with Word versions of document to enable customisation.

Template 1 - Pre-Assessment Details

The purpose of the DSA study needs assessment is to determine what difficulties you may face with your study due to your disability and to consider what support can be provided to overcome those difficulties. In order to get the best outcome from this assessment, we require the following information in advance. This will enable us to do any prior research needed, so that we can consider the full range of support available.

Name:	
Date of Birth:	
Home Address:	
Term Address (if known):	
Mobile:	
Tel:	
Email:	
Course Title:	
Full/Part Time:	
Post/Undergraduate:	
Year of Study:	
Course End Date:	
Institution (name & address):	
Disability Team Named Contact:	
Disability Team Tel:	
Disability Team Email:	
Course Leader Named Contact:	
Course Leader Tel:	
Course Leader Email:	
<p>We will not disclose your identity to your university/college without your permission. However, it may be helpful for us to contact your disability officer/course leader for information regarding your course.</p> <p>Please confirm if you are happy to give your permission?</p>	Yes / No [delete as appropriate]

<p>1. What type of disability are you being assessed for (you will find this in your funding body approval letter)?</p>	
<p>2. What are the main difficulties caused by your disability?</p>	
<p>3. What type of support have you received in the past (e.g. in school / college)?</p>	
<p>4. What type of equipment do you have access to (e.g. computer, tablet smartphone). Please provide details of the make and model of each.</p> <p>Note: Please feel free to bring along any mobile/tablet equipment you use to your assessment.</p>	
<p>5. If you have been previously assessed for DSA funding, please give the date and details.</p> <p>Please attach a copy of the report, if available.</p>	<p>Yes / No [delete as appropriate]</p> <p>Further details:</p>

Date:	
Student Signature:	

Template 2: Observation Criteria

Name of Assessor:		Name of Student:	
Assessment Centre Name:		Student Ref:	
Location:		Date of Observation:	

Start Time of Observation:	
End Time of Observation:	

The Assessment Interview:

Student Arrival and Induction (Welcome)

Greeted the student by name and introduced themselves	Yes / No
Escorted the student to the meeting room or greeted them on arrival at the room (if escorted by a receptionist)	Yes / No
Clearly explained the Health & Safety considerations (WC's, fire exits, etc.)	Yes / No
Made the student feel at ease	Yes / No
Ensured the student was comfortable	Yes / No
Was friendly	Yes / No
Checked the student had agreed to the assessment observation and this was documented	Yes / No
Clearly explained the assessment interview process	Yes / No
Checked they had the correct information on the student's file – including personal details	Yes / No
Reviewed Pre Assessment Form	Yes / No
Managed any third parties appropriately	Yes / No
Comments:	

Conducting the Assessment

Was well prepared	Yes / No
Had a structured approach to the interview	Yes / No
Led a discussion which was student focused	Yes / No
Discussed the background of the student's disability	Yes / No
Enabled the student to identify and describe the recent & current experience in relation to their disability	Yes / No
Listened and responded to the students skilfully	Yes / No
Used open and closed questions appropriately	Yes / No

Communicated in a style appropriate to the student's disability	Yes / No
Adopted positive body language	Yes / No
Ensured the student understood and was encouraged to engage with the assessment process	Yes / No
Took notes without interfering with the interaction	Yes / No
Allowed for student feedback	Yes / No
Gave the student an opportunity to take a break during the interview	Yes / No
Demonstrated knowledge and understanding of the student's disability, based on the diagnostic/medical evidence - throughout the interview	Yes / No
Asked the student about previous or current support provided and its effectiveness	Yes/No
Asked the student about any existing technology possessed and discussed suitability for course needs	Yes / No
Explored a range of support strategies and reached an outcome in consultation with the student	Yes / No
Comments:	

Demonstration and Trial of Equipment

Displayed knowledge of relevant hardware and software	Yes / No
Demonstrated relevant hardware and software appropriate to the needs of the student	Yes / No
Ensured that the student understood the relevance and purpose of the equipment	Yes / No
Enabled the student to trial relevant hardware and software	Yes / No
Discussed the student's preferred format for software recommended	Yes / No
Checked that the recommended equipment was acceptable to the student	Yes / No
Explained the different delivery of equipment options	Yes / No
Explained the equipment upgrade process	Yes / No
Discussed and recorded the student's preference for 1:1 or remote training	Yes/No
Summarised the recommendations to be made using appropriate documentation	Yes/No
Ensured that the student understood the next stages in the process and the associated timeframes	Yes/No
Ensured that the student signed the appropriate Consent Forms/documentation	Yes/No
Allowed for any final student questions	Yes/No
Escorted the student from the room	Yes/No

Comments:

Post Assessment

Evidence of report, notes and discussion with the assessor, if required.

Ensured that recommendations for institutional support, special arrangements etc. were knowledge-based, relevant and practicable	Yes / No
The report showed research and knowledge with the host institution & course, where applicable	Yes / No
The report was clear in the justifications for the recommended strategy (ies)	Yes / No
The recommendations within the report were accurate	Yes / No
The quotations within the report were accurate	Yes / No

Comments

Action Plan following Assessment:

Recommended Webinars / courses:

Assessor signature:		Date	
Name of observer:		Date	
Position			

Observation Follow-up

Actual learning undertaken	Date completed:

To be completed by observer/line manager at follow up meeting.

Comments

--

Assessor signature:		Date	
Name of observer:		Date	
Position			

Template 3: Demonstration of Equipment & Student Consent Needs Assessment Record & Student Consent Form

PART 1:

Student Name:	Interview Date:	Location:
Start Time:	End Time:	Duration:
Nature of Disability:		

1. Please note the recommendations in your report are provisional and SFE (or your respective funding body, SFW, SAAS, NHS, OU etc.) will make the final decision in due course. Your funding body will send a letter once they have reviewed the recommendations; please do not purchase any items until you have received your authorisation letter.

If you would prefer to see a copy of your report before it is sent to your funding body, please tick the box below. By ticking this box you are undertaking to respond **within 5 days** of the report being sent to you. Please note that requesting a copy of your report will **add approximately 5 days to the waiting time** before you receive your recommendations.

Please Note: If you have ticked the above box but do not respond within the given 5 days, the report will be sent to your funding authority.

2. If the disability officer at your institution has a copy of your report they can help to put in place strategies to assist you while you are studying. We cannot send them a copy without your consent.

If you consent to a copy of your report being sent to your disability advisor, please tick the box.

3. The assessment centre will be subject to quality audit and this will be undertaken by DSA-QAG representatives. This will require confidential random checks on assessment reports. Reports will not be retained by the auditor once the audit is completed. **If you consent to a copy of your report being used in this way, please tick the box below.**

PART 2:

Strategies Demonstrated	Solutions Recommended	Solution Considered but not Recommended
Special Equipment		
Computer Platform including specification		
Other items ,list below:		
Research		
Scanning OCR		
Text to Speech		
Using an ISP		
Extra Books and Photocopying		
Concept Mapping		
Other		
Composition		
Typing Tutor		
Speech to Text		
Concept Mapping for structure		
Other		
Proofreading		
Text to speech		
Homophone detection		
Advanced Spellchecking		
Using Hard copy – word spacing – font type and format		
Other		
Note-taking		
Spider notes		
Recording lectures		

Other		
Time Management		
Electronic calendar		
Other		
Access to ICT		
Variety of Chairs assessed		
Accessories for ergonomic workstation		

PART 3:

To be completed by the student:

Student Signature:	
Date:	
Assessment Start Time	
Assessment Finish Time:	

To be completed by the assessor:

Assessor Name:	
Assessor Signature:	
Date:	

Template 4: Consent for Sensitive Personal Data Processing

Dear [Name]

In addition to the normal data processing carried out by the [Name of assessment centre] ("the centre") the transfer of a copy of your needs assessment report, or other relevant information contained within your student record, to the Disabled Students Allowance Quality Assurance Group ("the auditor") may be required so that the auditor can audit the centre's internal processes for dealing with needs assessments. These audits play an important part of ensuring that the centre is complying with all relevant legislation, internal and external guidance. Such compliance is vital to the centre so it can properly assess the needs of those that require assistance.

The information that the centre is proposing to transfer to the auditor is a copy of your completed needs assessment form, or other relevant information contained within your student record. As you will be aware, this includes the following information about you:

- ◆ identity and age;
- ◆ physical and/or mental health;
- ◆ living arrangements;
- ◆ higher education institution and course information.

This information includes personal data and sensitive personal data as defined under the Data Protection Act 1998. As the proposed transfer includes sensitive personal data (in this instance, health information about you), we require your consent before we are legally permitted to provide the auditor with your information, if selected as a student sample.

The personal data provided to the auditor would only be processed for the specific purpose of carrying out the audit of the centre. The data or needs assessment report information would not be retained by the auditor once the audit of the centre had been completed and accredited by DSA-QAG. This consent will be held by the centre for the duration of the audit process, alongside any other forms of consent you have provided to the centre in relation to other current data processing activities carried out by the centre in relation to your personal and sensitive personal data.

By signing this form you are giving your consent to the transfer of your personal and sensitive personal data set out above from the centre to the auditor and to the processing of this data by the auditor, for the purpose described above.

Student's Name

**Student's
Signature**

Date

Template 5(a): Assessor Requirements

. Quotation Document 1: Assessors Requirements

1.1 Background Information	Purchase/Rental (please delete as required)
Assessment Centre Information	
Assessment Centre	
Assessor Name	
Assessor/Assessment Centre Email	
Assessment Centre Reference Number	
Student Name	
Course Start Date	
Course End Date	
Length of Course Remaining	
Total Maintenance & Support Period	
Insurance Period	
Date of Quotation Request	

1.2 Laptop	Yes / No
Type	Laptop or Apple Laptop
Model (specify)	
Operating System	
Speed, RAM, Size of Hard Drive & Processor	
Type	
Chipset	
Memory	
Screen Size	
Laptop Package including:	Type
External Keyboard	
External Mouse	
Laptop Stand	
Surge protector 4 way	
4 way USB hub, powered	
Additional Items to Package	Type
Carry Case (Specify Type)	
Speakers	
Gel wrist/mouse rest	

Additional Special Requirements	Yes / No
1.3 Desktop	
Type	PC or Apple
Model (specify)	
Operating System	
Speed, RAM, Size of Hard Drive & Processor	
Type	
Chipset	
Memory	
Monitor Size	17" , 19", other
Desktop Package Including:	Type
Keyboard	
Mouse	
Surge Protector, 4 way	
Speakers (if not built in)	
Additional Items to Package	Type
Gel wrist/mouse rest	
Additional Special Requirements	
	Version & License Type
1.4 Software	
1.5 Printer / Scanner	Yes / No
Type	Printer/Scanner, Printer , Scanner
Outputs	Black & White, Colour
USB Cable	
Paper (Starter Pack)	
Additional Items to Package	
1.6 Digital Recorder	Yes / No
Type	
Digital Recorder Package Including:	
Directional microphone	
Charger	

Spare Rechargeable Batteries (x2)	
AC adaptor	
Additional Items to Package	
1.7 Ergonomic Equipment & Input Devices	Type
1.8 Equipment for Hearing Impaired Clients	Type
1.9 Equipment for Visually Impaired Clients	Type
1.10 Additional Items	Type

1.11 Delivery, Set Up & Familiarisation	Enter X below		Enter X below
Standard Delivery & On Site Assembly (1.5 hours)		Delivery, setup and familiarisation in one timed appointment	
Extended Delivery & On Site Assembly (up to 2 hours)		Delivery with setup and familiarisation later on that same day	
		Delivery, with setup and familiarisation at a later date	
		Delivery Only	

Template 5(b): Specialist Equipment Supplier Quote

1. Quotation Document 3: Specialist Supplier Quote

1.1 Background Information

Assessment Centre Information

Assessment Centre	
Assessor Name	
Assessor Email	
Assessment Centre Reference Number	
Student Name	
Course Start Date	
Course End Date	

Supplier Information

Supplier Company	
Supplier Address	
Supplier Contact Name	
Supplier Contact Tel No.	
Supplier Quote ID Number	
Date of Quotation	

1.2 Specialist Items	Supplier Description	Cost	
		Ex VAT	Inc VAT

	Ex VAT	Inc VAT
1.3 Total Cost of Specialist Quote		

Template 5(c): Assistive Technology Training Quote

1. Quotation Document 4: Assistive Technology Training

1.1 Background Information

Assessment Centre Information

Assessment Centre	
Assessor Name	
Assessor/Assessment Centre Email	
Assessment Centre Reference Number	
Student Name	
Course Start Date	
Course End Date	

ATSP Information

ATSP Company	
ATSP Address	
ATSP Contact Name	
ATSP Contact Tel No.	
ATSP Quote ID Number	
Date of Quotation	

1.2 Assistive technology training required	Onsite	Remote	No. of Sessions (In 2 hour blocks [*])	Cost	
				Ex VAT	Inc VAT

* If not in 2 hour blocks, please specify

	Ex VAT	Inc VAT
1.3 Total cost of AT training quote		

Template 6: Register of Interest (Employee)

This document allows staff to officially declare any potential conflict of interest with other relevant bodies. This will be reviewed by the Disabled Students' Allowance auditors as part of the QA audit.

A conflict of interest is any situation in which an individual's personal interests or interests which they owe to another person, body or organisation arise simultaneously or appear to clash.

Conflicts of interest may come in a number of different forms, for example:

- payment to an employee for services provided through and by another organisation
- business / work being awarded where an employee could be seen to have or has a financial or a close personal interest / relationship to that other organisation or individual (relative, family member)

This declaration should be completed by all staff employed by the centre.

By signing this document you declare you currently have no conflict of interests that would affect your duties for the assessment centre/supplier, or that you have provided information in relation to any conflict of interest which may arise.

Staff member is required to declare any conflict of interest or potential conflict of interest as soon as practicable to their manager and complete this form, which should be held on file.

Name			
Signature			
Date			
Conflict of Interest Declaration	<input type="checkbox"/> Yes <input type="checkbox"/> No		
If you have answered YES to the conflict of interest declaration, please provide details below with the names and details of any individual with a connection to you, stating the nature of the connection:			
Describe what steps/processes/measures are in place to ensure that undue advantage is not given to the organisation(s)/individual(s):			
Name of Practitioner:			
Manager:			

Template 7: Asset Management Record

Delete this and replace with your own name / logo							Location:		
							Report Number :		
							Report Date:		
Date Received	Purchase Order Number	Description	Make	Model	Serial Number	Mandatory	Location (MC/OC/HOC)	Asset Tag	PAT Required Yes/No

Template 8: Conflict of Interest Statement

Outline details of the conflict of interest statement

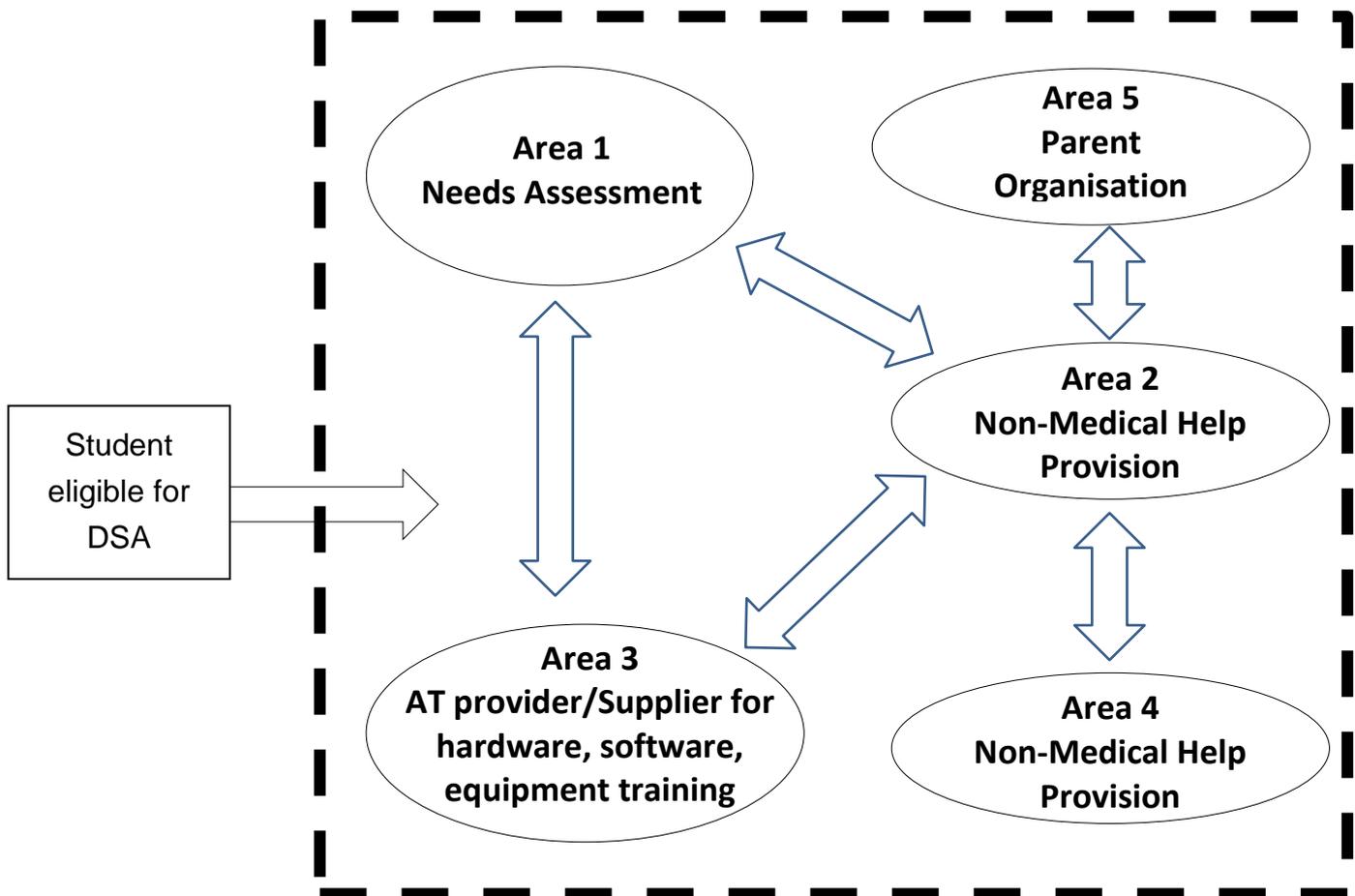
(Note: Sample only - do not complete this form)

1	Name of organisation	<input type="text"/>	
2	Name of person completing statement	<input type="text"/>	
3	Position in organisation	<input type="text"/>	
4	Do you or anyone in your organisation have any interests or connections with any other DSA organisations or individuals?*	<input type="checkbox"/> No. Go to question 8	<input type="checkbox"/> Yes. Go to question 5
5	Please state the nature of those interests or connections. Please continue on a separate sheet if necessary.	<input type="text"/>	
6	Please state the names and positions of all members of your organisation affected. Please continue on a separate sheet if necessary.	<input type="text"/>	
7.	Please provide brief descriptions of the steps taken to manage these conflicts of interest. Please provide documentary evidence of the steps you have taken to ensure these conflicts of interest are appropriately managed, and then go to question 8	<input type="text"/>	
8	This document must be signed by the person named in question 2 above, who should read the statement below, then sign and date in the boxes provided.		
<div style="border: 2px solid black; padding: 10px;"> <ul style="list-style-type: none"> • I understand that no interests, associations or activities can affect the way that advice or assessments for Disabled Students' Allowance are given, or services or equipment provided. • I have declared all conflicts of interest including potential conflicts within this organisation in this statement. • I have documented any steps taken to manage any conflicts declared and provided those documents with this statement. </div>			
Signature		<input type="text"/>	Date <input type="text"/>

* This includes any connections, relationships, associations or links - personal, financial, business, or familial

Template 8 – Appendix 1

DSA areas



Template 9: Quality Assurance Checklist

This template is offered as a guidance checklist for centres to refer to, when conducting quality assurance of needs assessment reports before submission to the funding body. The centre manager will be required to provide at audit evidence that reports have been fully quality assured offering the funding body assurance of a comprehensive QA process.

Centres may wish to implement this as part of their QA check to present at audit.

Details	Complete (please tick)	Satisfactory (please tick)	Action required or feedback to assessor
Cover Sheet:			
Student name, DOB, CRN and email			
Report reference number			
Assessment centre details			
Assessor details			
Funding body details			
Dates completed:			
Assessment			
Amendments			
Assessment and Course Information			
Assessor / assessment centre disclosure			
Assessment venue			
ISR (if applicable)			
HE Provider details			
Course details			
Section A:			
A-1 Disability information			
A-2 Previous DSA assessment / previous support			
A-3 Course details			
• Location			
• Activities ¹			
• Methods of assessment			
A-4 HE provider support / reasonable adjustments			
Details	Complete (please tick)	Satisfactory (please tick)	Action required or feedback to assessor
Section B:			
All narrative sections relevant to disability/SpLD completed as appropriate to context			
B-1 Equipment previously used / currently in use			
B-2 Impact of disability/SpLD on below course activities			
<ul style="list-style-type: none"> • Research and reading • Writing and academic work • Note-taking in lectures and seminars • Managing time and organising work • Access to and use of technology • Practical sessions, placements, field trips and additional course activities • Examinations and timed assessments • Social interaction and communications • Travel and access to higher education environment • Additional information 			

¹ Example: laboratory work, archaeological dig, diving), overseas or industry placement etc.

Recommendations	Description Recorded (please tick)	Justification Recorded (please tick)	Satisfactory (please tick)	Action required or feedback to assessor
Recommendations on – <ul style="list-style-type: none"> • Research and reading • Writing and academic work • Note-taking in lectures and seminars • Managing time and organising work • Access to and use of technology • Practical sessions, placements, field trips and additional course activities • Examinations and timed assessments • Social interaction and communications • Travel and access to higher education environment • Additional information 				

Details	Complete (please tick)	Satisfactory (please tick)	Action required or feedback to assessor
Section C:			
C-1 List of recommended support			
Hardware			
Software			
Non-Medical Helper support			
C-2 Costs			
Quotations	Min.no. Quotes Included (please tick)	Assessor Request v ATSP Quote (please tick)	Action required or feedback to assessor
Specialist Equipment (<i>min.3</i>)			
Ergonomic / specialist items / reimbursements			
Non-Medical Helper Allowance (NMH) (<i>min.2</i>)			
Equipment Specification	Note specification from quote	Matrix requirements met (please tick)	Comments
Processor			
Chipset			
Memory			
Hard Drive			
Printer Specification	Note specification from quote	Matrix requirements met (please tick)	Comments
Separate Ink Cartridges			
Automatic Duplex			
Wireless			
Separate Ink Cartridges			
Details	Complete (please tick)	Satisfactory (please tick)	Action required or feedback to assessor
Colour sensitivity / Asfedic tuning			
General allowance			
Needs Assessment Report			
Accommodation			
Travel allowance			
Mileage costs			
Needs assessor requests / preferred supplier			
Section D			
D-1 Higher education provider support			
D-2 Examinations and assessment			
D-3 Other advice and guidance			

Details	Complete (please tick)	Satisfactory (please tick)	Action required or feedback to assessor
Section E:			
Supplier contact details			
Miscellaneous:			
Spelling and Plain English			
Standard report format			
QA checker details			
Name:			
Signature:			
Position:			
Date:			

Template 10: DSA-QAG KPI Data Authorisation

This declaration must be completed by all DSA-QAG assessment centres and suppliers.

The purpose of this document is to allow DSA-QAG to publish agreed KPI figures to the DSA-QAG website on a monthly basis. The document also allows DSA-QAG to share all KPI figures with funding bodies and DfE on a monthly basis.

The KPI data will be updated on the website and shared with funding bodies and DfE on the 13th day of each month.

The reason for publishing KPI data to the DSA-QAG website is to share key KPI data with students to assist them when choosing a centre to arrange their needs assessment appointment.

Should you have any concerns or require assistance in completing the declaration, please contact DSA-QAG.

1. What is the name of the organisation submitting this form?

2. Please tick the box below to confirm you have read and understood that KPI figures will be shared and published on a monthly basis:

By completing this declaration, you are confirming that you have read and understood that the KPI data will be published on the DSA-QAG website and shared with funding bodies and DfE. This is confirmation that the data submitted by the organisation to DSA-QAG is to the best of your knowledge a true and accurate reflection of the process timescales adopted by the organisation. This is in accordance with the QAF – Key Performance Indicator. Electronic signatures will be acceptable.

Signature	
Print Name	
Position in Organisation	
Date	

Template 11: Register of Interest Log

Organisation Name:

Name	Position	Conflict Declared (Y/N)	Date Signed by employee	Record Negating Factor	Date Validated (centre manager)

Please sign to confirm that the details in the table above are accurate:

Manager Name:

Manager Signature:

Date signature:

Terms & Definitions

Term	Definition
AT provider	Assistive technology service provider
DfE	Department for Education
CQS	Comparable quote system - an online quote system developed by Central London Assessment Services, University of Westminster
NAR	Needs assessment report
NHS	National Health Service
NMH	Non - medical helper
OU	Open University
PAT	Refers to portable electrical equipment testing
QA	Quality assurance
SFE	Student Finance England
SFW	Student Finance Wales
Welsh Government	The Welsh government
W3C Webs	W3C stands for the World Wide Web Consortium and is working to make the Web accessible to all users (despite differences in culture, education, ability).