



University of East Anglia

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01 February 2016

Dear 

Freedom of Information Act 2000 – Information request (ref: FOI_16-006)

We have now considered your request of 11 January 2016 for information relating to the support available to UEA students with autism. Our response is on page 2 of this letter, together with a copy of your request.

We hope this information will meet your requirements, however if you are not satisfied you have the right of appeal against this response. If you wish to appeal, please set out in writing your reasons for appealing and send to the above address. You must appeal within 60 calendar days of the date of this letter. Any appeal received after that date will not be considered nor acknowledged. This policy has been reviewed and approved by the Information Commissioner's Office.

You also have a subsequent right of appeal to the Information Commissioner's Office. Further information is available on their website:

https://ico.org.uk/Global/contact_us, or by telephone on 0303 123 1113.

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Please quote our reference given at the head of this letter in all correspondence.

Yours sincerely

Ellen Paterson
Information Policy and Compliance Manager
University of East Anglia

Response to Freedom of Information Act 2000 request (FOI_16-006)

1. Please state the name of your university here

University of East Anglia

2. How many students declared an autism spectrum diagnosis to the university during each of the previous five academic years?

2011/12: 52

2012/13: 56

2013/14: 67

2014/15: 65

2015/16: 76

Please note, these figures have been obtained from our student records system, and includes all students who have formally notified the University of their Autistic Spectrum Diagnosis at any point during their studies. Separate records are maintained by our Disability Service, and although these numbers are smaller it is possible that some students may declare a diagnosis to that Service only.

3. Do you have an autism expert/specialist on staff to provide your staff with advice on supporting students with autism (academically and pastorally)?

Answer choices:

- We have no in-house expert/specialist
- We have one in-house expert/specialist
- We have more than one in-house expert/specialist

We have more than one in-house expert/specialist.

4. If you have in-house autism expertise/specialist support, is this full time or part time?

Answer choices:

- Full time
- Part time

Part time (2x part time equalling 1 FTE).

5. If you have part time in-house autism expertise/specialist support, how many hours a week are worked?

See answer to question 4.

6. What form does support for students with autism take? Please tick the box next to each type of support that you provide.

Support for applicants with autism when attending for interview?	<input checked="" type="checkbox"/> Support provided if required
Is there a dedicated section in the prospectus outlining support available	The prospectus includes general information for all disabilities. See: https://www.uea.ac.uk/admissions/

<i>for persons with autism and who to contact for further information?</i>	brochures/gen.ug.brochure.pdf
<i>Preference for halls of residence (if requested)</i>	✓
<i>Can students stay in halls for the duration of their study?</i>	✓
<i>Extra face-to-face tutorial time and/or email contact time with tutors/mentors?</i>	✓
<i>Extended submission deadlines</i>	✓
<i>Provision of scribes and/or audio recordings of lectures</i>	✓
<i>Lectures/tutorials for courses with a high percentage of students with autism scheduled to take place in the same building/room as far as possible</i>	No, there is no concentration by subject at UEA.
<i>Arrangements to ensure continuity of tutors between years as far as possible</i>	No, module choices determine tutors, but personal tutors remain the same.
<i>Assistance in travelling to and from different locations in the university</i>	N/A - UEA is a single campus University
<i>Befriending scheme</i>	✓
<i>Support in accessing access learning centres and IT</i>	✓

7. *How do you obtain feedback on the effectiveness of the support you provide for students?*

1 to 1 meetings.

8. *How do you act on feedback to ensure that support continually evolves and meets the needs of the students?*

By regularly reviewing policies and procedures and through ongoing staff training.

9. *If you have in-house autism expertise/specialist support, please provide details of their qualifications and experience*

1 x mental health mentor with additional external training in working with students with Autistic Spectrum Condition in Higher Education. 1 x training in previous Connexions¹ employment.

10. *If you do not have an autism expert/specialist on staff, what arrangements do you make when you need access to specialist expertise in autism?*

N/A – see previous answers.

¹ [https://en.wikipedia.org/wiki/Connexions_\(agency\)](https://en.wikipedia.org/wiki/Connexions_(agency))

11. *What training and refresher training in autism do you provide for all new disability support staff and student mentors?*

As required by the individual, external training courses are attended.

12. *What training and refresher training in autism do you provide for all new academic staff?*

Optional training sessions bi-annually provided by experienced staff.

13. *What training and refresher training in autism do you provide for all new non-teaching staff other than disability support staff?*

None.

14. *What arrangements do you make for new students on the autism spectrum transitioning from school?*

Early meetings, early room allocation, early notification of reasonable adjustments, mentor allocation, advice to individual secondary schools in advance of entry.

15. *What arrangements do you have for non-autistic students to raise their awareness of autism?*

None.

16. *Do you have a specific university policy relating to autism?*

No.

17. *If you do not have a specific university policy relating to autism, does the university's disability policy include any specific conditions relating to autism?*

No.

18. *If you know what your graduation rate for students with an autism spectrum diagnosis is please provide the following:*

(a) the graduation rate for students with an autism spectrum diagnosis

11 students with an autism spectrum diagnosis started three year degree programmes in 2012/13. Of those students, 10 graduated in the most recent graduation year (2014/15).

(b) the graduation rate across all your students.

2656 students started three year degree programmes in 2012/13, with 2537 graduating in 2014/15.

Please note, we have limited our responses to 18(a) and (b) to those students on standard degree programmes. While these will represent the majority of our students, there will be other cohorts who started in different years, but also graduated in the most recent year: for example, those on four or five year degrees, and taught and research postgraduates. If you would like data on other specific cohorts please let us know.

19. *If you know what your retention rate for students with an autism spectrum diagnosis is please provide the following.*

(a) the retention rate for students with an autism spectrum diagnosis

For the most recent complete academic year, the retention rate was 93.85%.

(b) the retention rate across all your students.

For the most recent complete academic year, the retention rate was 93.79%.

Please note that this figure does not match the published retention figures because it is not limited to the HESA non-continuation guidelines.²

20. *What percentage of students with autism go on to full time employment, education or training?*

In 2013/14, 11 students with autism responded to the survey. 9 of those students were in further education or employment.

This information has been obtained from the DLHE survey³ results. This survey is carried out 6 months after a student leaves the University, therefore our most recent data is for 2013/14 finishers. This is not a mandatory survey and although we achieve a response rate of around 80%, this may not represent a similar proportion of students with an autism spectrum diagnosis.

21. *If you offer qualifications in autism, do those teaching these qualifications play any role in raising awareness and understanding of autism across the university?*

N/A. We do not offer qualifications in autism.

22. *Is there anything else you would like to add?*

Specialist mentors play a key role in providing support for disabled students. We also offer an assessment service for students considered as potentially autistic (Psychiatrist Assessment).

² Year 1 students in their first year of studying <https://www.hesa.ac.uk/pis/noncontech>

³ Destinations of Leavers from Higher Education: <https://www.hesa.ac.uk/stats-dlhe>