**DIVISION OF THE REGISTRAR**

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| **FORM 3:**  **PROCEDURES FOR CONCESSIONS:**  **STUDENTS WITH SPECIAL LEARNING NEEDS (DISABILITIES)** |

**FOR THE ATTENTION OF PRACTITIONERS AND APPLICANTS FOR CONCESSIONS (STUDENTS)**

1. General remarks

a. This application for extra writing time in tests and examinations (and other examinations that are linked to concessions) is a new application and no previous assessments/reports can be used solely as supplementary information. In addition, a concession that was granted in the past such as the matric exams does not imply an automatic extension of it to the tertiary level.

b. Stellenbosch University (SU) aims to serve the largest possible spectrum of the South African society within a framework of fairness and affordability. SU also is committed to the policies and guidelines that require reasonable accommodation of students with special learning needs. The overarching objective of the concession of extra writing time during tests and examinations is to place students with certain disabilities on the same level as students without disabilities during the writing of tests and examinations.

c. In order to be fair to all students, the Division of the Registrar requires that students who apply for academic concessions provide detailed and recent (three years and less) supplementary information and documentation that motivates why concessions are required and why it is necessary to support the student.

d. A complete description of the problem is required and, where applicable, the battery of psychometric instruments that were completed should be indicated.

e. A student who applies for concessions such as extra writing time, scribes or any other specialised technology for the writing of tests and examinations must offer a motivation for the request from a professional practitioner, which may include an appropriate medical practitioner, psychologist, psychiatrist, eye specialist or occupational therapist, depending on the nature of the disability or condition.

f. All supplementary documentation that is not older than three years (which should be attached to this form) will be assessed thoroughly for consideration of the required support in accordance with our internal processes for the facilitation of support.

g. No mental or psychological condition that is being treated effectively with medication and/or psychotherapy and/or any other procedure may be used as motivation for a concession of extra writing time during tests and examinations. However, should the treatment appear to be unsuccessful, the practitioner (e.g. the psychiatrist) should indicate in writing why the programme is not effective, which alternatives are being considered, and why extra writing time during tests and examinations should be provided as a compensatory measure.

h. Cases of specific learning problems and learning disorders should be assessed by an education psychologist and a complete DSM diagnosis should be made, for example, DSM-V: 315 Reading Disorder or 315.2 Disorder of Written Expression. A proven history of the case, which has been recorded accurately, should also be made available. If such history is not available, reasons should be given for this. Poor reading ability (or linguistic ability) can usually be improved through a reading development programme and therefore does not qualify as motivation for extra writing time.

**STRICTLY CONFIDENTIAL**

**(Please complete in writing)**

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| **PRACTITIONER’S REPORT** |

Name of practitioner:

Date: Contact number:

Registered as: Registration number:

Name of student: Student number:

Degree programme: Year of study: Age:

1. Indicate the diagnostic category in terms of the DSM-IV /DSM-5 or the ICD-10-CM.

2. History of the problem – indicate the interventions and support that were received in the past. (If no history is available, motivate why not):

3. Indicate the prognosis and how the condition influences writing ability.

4. Is the condition remediable? Can it be treated? If not, motivate why this is the case.

5. Indicate current and future interventions in sequence.

6. If the only proposed support is extra writing time, motivate why this is the case.

7. If the diagnosed condition is a specific learning disorder, it is necessary to motivate why skills development such as reading, spelling, memory, pencil grip and so forth are not effective treatment options for the condition. Extra writing time may only be indicated as the only option if the condition is not remediable for the duration of study (at both undergraduate and postgraduate level).

8. If the student refuses medication, this should be indicated by the practitioner who does the assessment. The reasons for the refusal of medication must be indicated in the report, as well as the possible implications of such decision.

9. Indicate the recommended extra writing time per hour that is recommended as an intervention (on the basis of your clinical assessment and diagnosis).

5 min/h; 10 min/h; 15 min/h; 20 min/h

Please note that the University retains the right not to grant concessions, as well as to decide on how much extra time finally is allocated.

10. Indicate the recommended duration of the concession(s), e.g. 1 month; 6 months;

1 year, duration of study.

*In my professional opinion, the abovementioned treatment plan and recommendations are the best options in this specific case.*

Signature of practitioner:

**Stamp (if available):**

Date:

Attach a letterhead of your practice for verification purposes.