# **Holistic Assessment Report**

**Name:** Meghan Reed

**Assessor:** Adam Hyland

**Date:** 23rd July 2021

**1.1: Assessment information**

| **Assessment date** | 23rd July 2021 | | | |
| --- | --- | --- | --- | --- |
| **Assessment venue** | Remote | | | |
| **Assessor** | Adam Hyland | | | |
| **Assessment attended by: Meghan Reed** | | | | |
| **Individual Assessee Only:** | | **Yes** | | |
| **Individual and Supporter:** | | **No** | | |

**1.2: Assessee details**

| **Name** | Meghan Reed |
| --- | --- |
| **Preferred pronouns** | she/her |
| **Home address** | Brighton Junction, 1A Isetta Square, 35 New England Street, Brighton, BN1 4GQ |
| **Date of birth** | 22nd June 1998 |
| **Mobile** | 01234 567 890 |
| **Email** | email@emailaddress.com |

| **Student / Employee / Other** | Student | |
| --- | --- | --- |
| **Education Provider / Organisation / Other Details** | University College of Osteopathy | |

| **If Student: Current educational level and daily routine**  **If employee: Current role and job description (including working patterns, hours of work and location)**  **If other: Daily activities** | |
| --- | --- |
| Meghan is currently a university student in her 2nd year of study at the University College of Osteopathy, London.  Meghan’s course is very anatomy focussed and her course runs 5-days a week from 9-5. Meghan’s course is 4 years long.  Her timetable includes lectures, practical classes and placement observation. | |

**1.3: Current Technology**

| **Current access to Information Technology and Assistive Technology** | Meghan has access to a Dell 13 Inch laptop (2020) and a Google Pixel 3 phone that runs on android.  Meghan has access to Microsoft Office 365. |
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| **Any additional supporting information** | |
| Meghan can access a printer at the university. | |

**2.1: Identified challenges**

| **Challenge experienced (current health conditions or ‘disability’)** | Meghan finds reading long documents and structure working difficult. Meghan shared before the assessment that she is dyslexic and these challenges are likely the impact of her dyslexia/neurodiversity. |
| --- | --- |
| **Disability-related impacts on the ability to complete daily tasks** | |
| Meghan finds notetaking quite challenging and struggles to capture her notes meaningfully when on placement but described being able to make short bullet points that can be useful in her write ups.  Meghan described finding reading research papers quite overwhelming as this is a new skill and frequently the words will move around and appear to look like a river flowing off the page. This means that Meghan needs to re-read large chunks of text several times and this is time-consuming and can impact Meghan’s day to day activities.  We discussed how structuring work is also a barrier for Meghan as she frequently doesn’t know where to start. This means that sometimes Meghan may not get all her ideas down on the page and this is then not reflected in her essays or grades.  Meghan is very good at time management, organisation and planning and relies on these skills to support her at university. | |
| **Further background and context** | |
| Meghan has not had an assessment before and is keen to understand whether there is any support that may help her with her studies. | |

**3: Recommendations**

| **A: Recommendation** |
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| **Word Microsoft 365: Changing the background colour in word** |
| Justification - barrier and assistive solution |
| It is recommended that Meghan changes the background colour through the built-in settings in word. Changing the background colour to a pastel shade can help to reduce words jumping or moving around the page and to limit the impact of visual stress.  Meghan has previously benefited from highlighting words on physical documents as this helps her to process the text, this strategy should have a similar impact in a digital environment.  Meghan has already got access to Microsoft Word via her university. |

| **B: Recommendation** |
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| **Word Immersive Reader** |
| Justification - barrier and assistive solution |
| Word immersive reader is recommended to allow Meghan to listen to her notes and documents in word. As Meghan can find it challenging to understand the meaning behind the sentences and the words move around, by providing an alternative reading experience through listening to the words, Meghan will be able to process the information faster and with greater accuracy.  Meghan currently benefits from listening to audio books and finds this to be a very helpful strategy. Using the Immersive reader will provide the same experience.  The immersive reader can be accessed from inside Word (Office 365). |

| **C: Recommendation** |
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| **Xmind** |
| Justification - barrier and assistive solution |
| To enable Meghan to better structure her written work a mindmapping approach may be beneficial to explore.  [XMind (free)](https://www.xmind.net/) is recommended as a digital mindmapping experience that will enable Meghan to get her ideas down on paper in any order, very quickly. This means Meghan will not need to structure her thoughts until they are all down on the screen. This will enable Meghan to retain all the essential information and ideas needed, and remove the barriers that Meghan experiences in structuring her work in a linear way.  Xmind will allow Meghan to export a text-based document of her mindmap that will she will be able to format in Microsoft Word and submit to her university. |