



Department
for Business
Innovation & Skills

**REVIEW OF TARGETED SUPPORT
FOR HIGHER EDUCATION
STUDENTS**

Call for evidence

27 MARCH 2013

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Call for evidence: Review of targeted support for Higher Education (HE) students

This call for evidence invites you to submit views and information that will help the Government to develop options to target funding more effectively for students with dependants, and disabled students.

This call for evidence is relevant to HE sector organisations working with disabled students and students with dependants, and also at wider advocacy organisations working with disadvantaged people wishing to enter and remain in HE.

Higher education is a devolved matter in Scotland, Wales and Northern Ireland. The questions in this document are related to students who are eligible to receive support from Department for Business, Innovation and Skills via Student Finance England (which includes English domiciled students studying in the Devolved Administrations).

Issued: 27 March 2013

Respond by: 2pm on 31 May 2013

Enquiries to: Paul Higgs, Higher Education Directorate, Department for Business, Innovation and Skills, 1 Victoria Street, London, SW1H 0ET

Tel: 0207 215 1500

Email: paul.higgs@bis.gsi.gov.uk

1. Introduction

It is a Government priority to ensure that those with the ability to study at HE level have the appropriate support to enable them to do so. It has long been acknowledged that certain students may face particular barriers in accessing HE, and a range of grants has been developed over time to provide extra support to help remove some of the barriers these students may face. The two groups of students for whom additional support is currently available are students with dependants, and disabled students. This support is the subject of this document.

It is important that the financial support available is reviewed periodically to ensure that it remains appropriate and is targeted effectively. The Department regularly discusses this support with stakeholders, and the purpose of this document is to gather a wider range of views in a more systematic way. Our discussions with interest groups have indicated that the barriers facing students may have changed over time and that the funding available could be targeted more effectively to reach those experiencing the greatest disadvantage, or facing the greatest hurdles. This could mean that new groups of students are identified as needing additional assistance, or it may mean that some groups are identified as needing increased support whilst others may require less.

The intention of this review is to focus existing funding better. The budget available for additional support is limited and it is important that we are able to target those resources effectively. Where respondents to the call for evidence are making suggestions to increase support in certain areas, it would therefore be helpful if these are accompanied by suggestions of where equivalent savings could be found from within this budget to support those changes.

This document is primarily aimed at HE sector organisations working with and supporting disabled students and students with dependants. However other groups, including wider advocacy organisations working with disadvantaged people wishing to enter and remain in HE, may wish to contribute to this call for evidence, and we would welcome their views.

Respondents may wish to answer some or all of the questions posed. We have tried to combine specific questions with more general ones and there are opportunities throughout to make other points. Since this call for evidence is about seeking views we have not offered specific proposals for consideration. Respondents should therefore take the opportunity to provide as much information and evidence as they wish to enable new ideas to be explored.

2. Scope of this call for evidence

This document is divided into two sections. The first looks at the additional support currently available for students with dependants. The second considers one specific aspect of the additional support available to disabled students.

Tuition fee and living cost support, which is available to all eligible students, is not being considered as part of this exercise, nor are the general eligibility criteria for student support.

Higher education is a devolved matter in Scotland, Wales and Northern Ireland. The questions in this document are related to students who are eligible to receive support from the Department for Business, Innovation and Skills (BIS) via Student Finance England (which includes English domiciled students studying in the Devolved Administrations).

The Department of Health (DH) provides allowances to students who are studying on healthcare related courses via the NHS bursary system. These allowances are not within the scope of this document.

3. How to respond

When responding, please state whether you are responding as an individual or representing the views of an organisation. If you are responding on behalf of an organisation, please make it clear who the organisation represents by selecting the appropriate type of interest group on the response form and, where applicable, how the views of members were assembled.

You can reply to this call for evidence online at <https://www.surveymonkey.com/s/WBBPKDN>

Alternatively, the call for evidence response form is available electronically on the following page: <https://www.gov.uk/government/consultations/targeted-support-for-higher-education-students-review-call-for-evidence> until the call for evidence closes. The form can be submitted online/by email or by letter or fax to:

Paul Higgs
Higher Education Directorate
Department for Business, Innovation and Skills
Postal address: 1 Victoria Street, London, SW1H 0ET
Tel: 0207 215 1500
Email paul.higgs@bis.gsi.gov.uk

This call for evidence will close on Friday, 31 May 2013 at 2.00pm.

Other versions of the document in Braille, other languages or audio-cassette are available on request.

4. Confidentiality & Data Protection

Any response you send us will be seen in full by BIS. Responses will not usually be published, but will be used to develop policy thinking on how best to target the limited funds available. Responses may be used for further discussions with appropriate stakeholder organisations. Information provided in response to this call for evidence, including personal information, may be subject to publication or release to other parties or to disclosure in accordance with the access to information regimes (these are primarily the Freedom of Information Act 2000 (FOIA), the Data Protection Act 1998 (DPA) and the Environmental Information Regulations 2004). If you want information, including personal data that you provide to be treated as confidential, please be aware that, under the FOIA, there is a statutory Code of Practice with which public authorities must comply and which deals, amongst other things, with obligations of confidence.

In view of this it would be helpful if you could explain to us why you regard the information you have provided as confidential. If we receive a request for disclosure of the information we will take full account of your explanation, but we cannot give an assurance that confidentiality can be maintained in all circumstances. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

5. Help with queries

Questions about the policy issues raised in the document can be addressed to:

Elaine Underwood, Higher Education Directorate, Department for Business, Innovation and Skills, 2 St Paul's Place, Sheffield, S1 2JP

Tel: 0114 207 5295

Email: elaine.underwood@bis.gsi.gov.uk

6. Grants for dependants

6.1 - Introduction

Extra financial support is available for full-time higher education students with child or adult dependants, including partners. This is provided through three means-tested grants: the Adult Dependants' Grant, the Childcare Grant, and the Parents' Learning Allowance. The amount of each grant payable is determined by an income assessment, common to all three grants, but separate from the income assessment for the statutory package of student support. The amounts are paid in addition to the standard student support package, and are non-repayable.

The current system of grants for dependants dates from 2003/04, when the existing package was rationalised and simplified by combining three separate grants (the Additional Dependants' Grant, the Travel, Books and Equipment Grant and an Access Bursary paid by HEIs) to form the Parents' Learning Allowance.

6.2 - Eligibility criteria for grants for dependants

Generally, grants for dependants are available to full-time undergraduate students who are eligible for the main full-time student support package, and also for students who are not entitled to receive the main package due to Previous Study and Equivalent Level Qualification (ELQ) rules.

Grants for dependants are not generally available to full time students who are eligible for NHS means-tested bursaries or similar awards.

Childcare Grant is only available to students with dependent children aged 16 or under (or 18 or under for dependent children with special educational needs), and only for childcare that is Ofsted registered.

6.3 - Rationale for the grants for dependants call for evidence

It is important that financial support is reviewed periodically to ensure limited resources are targeted most effectively.

Since the introduction of the current suite of grants for dependants, higher education and the student support system have changed considerably. This includes the introduction of tuition fees, the reintroduction of maintenance grants, and the availability of bursaries from institutions. At the same time, many HE institutions have also successfully developed their own outreach programmes to encourage under-represented groups, including students with dependants, into higher education.

It is against this changing background that we are seeking stakeholder views on whether these additional grants are targeted at the right students and whether the available funding is used in the right way to maximise the benefits of that support. You should assume that no additional funding will be available, so it would be helpful if any suggestions regarding changing priorities could be accompanied by ideas on where that funding could be found from within the existing budget.

6.4 - Scope of the grants for dependants call for evidence

This chapter seeks stakeholder views and supporting evidence on the effectiveness of the current system of additional support for students with dependants, including whether the available funding is targeted appropriately and effectively.

Changes to general eligibility rules are out of scope. Similarly out of scope is the size of the budget allocated to these grants.

6.5 - Evidence and data for the grants for dependants call for evidence

6.5.1 Number of English domiciled applicants awarded grants for dependants in Academic Year 2011/12 by age ^[1]

Age ^[3]	Adult Dependants' Grant (000s)	Childcare Grant (000s)	Parents' Learning Allowance (000s)	Totals (000s) ^[2]
Under 21	0.1	0.8	1.4	1.5
21 to 24	0.6	3.1	6.1	6.3
25 and Over	9.3	9.5	29.4	30.8
Total	9.9	13.3	36.9	38.5

6.5.2 Number of English domiciled applicants awarded grants for dependants in Academic Year 2011/12 by gender ^[1]

Gender	Adult Dependants' Grant (000s)	Childcare Grant (000s)	Parents' Learning Allowance (000s)	Totals (000s) ^[2]
Male	5.3	1.4	7.4	8.3
Female	4.6	12.0	29.5	30.2
Total	9.9	13.3	36.9	38.5

6.5.3 Number of English domiciled applicants awarded grants for dependants in Academic Year 2011/12 by disability ^[1]

Disability	Adult Dependants' Grant (000s)	Childcare Grant (000s)	Parents' Learning Allowance (000s)	Totals (000s) ^[2]
In Receipt of DSA	0.8	1.2	3.1	3.3
Not in Receipt of DSA	9.1	12.2	33.7	35.2
Total	9.9	13.3	36.9	38.5

6.5.4 Amount awarded to English domiciled applicants for grants for dependants in Academic Year 2011/12 by age ^[1]

Age ^[3]	Adult Dependants' Grant (£m)	Childcare Grant (£m)	Parents' Learning Allowance (£m)	Totals (£M) ^[2]
Under 21	0.1	2.8	2.1	5.1
21 to 24	1.4	10.6	8.8	20.7
25 and Over	21.5	31.8	42.4	95.7
Total	23.1	45.2	53.2	121.5

6.5.5 Amount awarded to English domiciled applicants for grants for dependants in Academic Year 2011/12 by gender ^[1]

Gender	Adult Dependants' Grant (£m)	Childcare Grant (£m)	Parents' Learning Allowance (£m)	Totals (£M) ^[2]
Male	12.8	4.9	10.6	28.2
Female	10.3	40.4	42.7	93.3
Total	23.1	45.2	53.2	121.5

6.5.6 Amount awarded to English domiciled applicants for grants for dependants in Academic Year 2011/12 by disability ^[1]

Disability	Adult Dependants' Grant (£m)	Childcare Grant (£m)	Parents' Learning Allowance (£m)	Totals (£M) ^[2]
In Receipt of DSA	1.8	3.8	4.5	10.1
Not in Receipt of DSA	21.2	41.4	48.7	111.4
Total	23.1	45.2	53.2	121.5

Notes

[1] The totals in this table were originally published in table 3C of the England Student Support Statistical First Review (SFR) on 29 November 2012. That table also included Travel Grants which are excluded from the table above because they are not Dependants Grants. These Dependants Grants are only available to full time students.

[2] The totals represent the count of individuals with at least one type of support awarded. This will not equal the sum of the columns.

[3] Age is the age at the 1st September of the academic year.

Due to rounding rows will not always add to totals

6.6 - Questions for the grants for dependants call for evidence

We invite views on the way the grants for dependants budget is currently structured, including whether it is targeted at the right students and whether the grants meet the aim of encouraging target groups to enter and remain in HE. Brief information on the individual allowances is included with the questions below. Respondents are free to answer all of the questions or to focus only on those in which they have a particular interest or knowledge.

6.7 - Adult Dependants' Grants (ADG) questions

The ADG is currently available to students who are living with a spouse, civil partner, partner (for students over 25) or other adult dependant (excluding adult sons and daughters). The ADG is currently worth up to £2,642 a year.

The ADG is awarded based on family circumstances rather than actual costs, and the amount paid to the student is means-tested.

Question: Do you think it is right to target additional funding at students with spouses/partners and adult dependants? Please give reasons for your answer. Please refer to any evidence you have to support your answer.

Question: Do you think the ADG is effective in encouraging students with spouses/partners and adult dependants to enter and remain in HE? Please give reasons for your answer. Please refer to any evidence you have to support your answer.

Question: Do you think the ADG should be changed in any way? For example, in relation to who is entitled to the grant, the level of funding, the process of applying for the grant, etc? If so, please give any ideas or thoughts on how you would change the ADG. Please give reasons for your ideas and refer to any evidence you have to support your answer.

Question: Do you have any other comments about the ADG?

6.8 - Childcare Grant (CCG) questions

The CCG is available to help students with the costs of dependent children in registered childcare. The CCG can currently pay up to 85% of the actual cost of childcare up to a maximum of £148.75 per week for one child or £255 per week for two or more children. The CCG is available throughout the entire academic year, including vacations.

The amount of CCG awarded is based on the actual childcare costs incurred by the student and is means-tested. Students are required to provide evidence of their actual childcare costs.

Question: Do you think it is right to target additional funding at students who have childcare costs? Please give reasons for your answer. Please refer to any evidence you have to support your answer.

Question: Do you think the CCG is effective in encouraging students with children to enter and remain in HE? Please give reasons for your answer. Please refer to any evidence you have to support your answer.

Question: Do you think the CCG should be changed in any way? For example in relation to who is entitled to the grant, the level of funding, the process of applying for the grant, etc? If so, please give any ideas or thoughts on how you would change the CCG. Please give reasons for your ideas and refer to any evidence you have to support your answer.

Question: Do you have any other comments about the CCG?

6.9 - Parents' Learning Allowance (PLA) questions

The PLA is available to students with one or more dependent children, and provides help towards some of the additional costs incurred by student parents when attending an HE course. The PLA is currently worth up to £1,508 a year.

The PLA is awarded based on family circumstances rather than actual costs. The PLA is means-tested, and it is paid in addition to CCG.

Question: Do you think it is right to target funding at students who have children in addition to that available through the CCG? Please give reasons for your answer. Please refer to any evidence you have to support your answer.

Question: Do you think the PLA is effective in encouraging students with children to enter and remain in HE? Please give reasons for your answer. Please refer to any evidence you have to support your answer.

Question: Do you think the PLA should be changed in any way? For example in relation to who is entitled to the allowance, the level of funding, the process of applying for the allowance etc? If so, please give any ideas or thoughts on how you would change the PLA. Please give reasons for your ideas and refer to any evidence you have to support your answer.

Question: Do you have any other comments about the PLA?

6.10 – Any other comments

Question: Do you have any other ideas or comments on this suite of grants? For example, you may wish to comment on the links between the grants, the income assessment, the evidence requirements, etc.

7. Disabled Students' Allowances (DSAs)

7.1 - Introduction

DSAs are non means-tested, non-repayable grants awarded in addition to the existing standard package of student support. DSAs help pay for any extra costs a student may incur as a direct result of a disability - including a long-term health condition, mental health condition or specific learning difficulty such as dyslexia. The allowance has four elements which cover: specialist equipment; non medical help; travel costs; and general costs.

DSAs are not intended to cover disability-related expenditure that the student would incur even if they were not attending an HE course, nor are they intended to cover the normal study costs that any student would incur if they were not disabled.

7.2 - Eligibility criteria for Disabled Students' Allowances

DSAs are available to full-time and part-time undergraduates, full-time and part-time postgraduates, and distance learning students.

7.3 - Rationale for the Disabled Students' Allowances call for evidence

The policy rationale for DSAs remains the same: to help place a disabled student on the same footing as their non-disabled peers in relation to their HE studies. However, we need to be mindful of advances in and outside of HE and to revisit periodically the underpinning assumptions on which DSA provision is based. It is essential that we ensure we have an up-to-date understanding of what students need to study effectively in HE, what institutions provide to enable them to do so, and what students are expected to provide for themselves. This will enable us to determine what can be considered to be a standard requirement for all students and to help us to judge what might be deemed to be extra. It will also allow us to consider if and when new technologies and strategies might be more suitable to achieve our aims.

Since the current scheme of DSAs was introduced in 1990/91 higher education, society and technology have changed considerably. Technological advancements have been unprecedented, which has resulted in a huge shift in the way that people conduct their everyday lives, from shopping and relaxation to working and studying. There has also been a rapid expansion in the type of technology that individuals own and use on a day-to-day basis. In HE, institutions have embraced diversity and are developing ever more creative ways of delivering teaching and support for the benefit of all students.

It is against this background that we should review what 'extra costs' a disabled student might be required to incur, over and above the costs incurred by all students, with a specific focus on information technology (IT) equipment. We should also take into account what support and equipment is needed over and above that which might be supplied by institutions as part of their duty under the Equality Act. This section considers what has become the standard requirement for students and, flowing from that, what might now be considered to be an extra cost.

The following questions invite those working with disabled students to give their views to help us determine what the 'standard' now is which will help us set the baseline against which extra or additional need is measured. The specific focus is on the information technology (IT) equipment required by and supplied to students.

7.4 - Scope of the Disabled Students' Allowances call for evidence

The principle of providing additional support to disabled students to help pay for any extra costs incurred as a direct result of a disability is not in question. The structure of DSAs into four allowances, and the amounts available, are outside the scope of this discussion, as are the general eligibility rules for students accessing DSAs. This call for evidence focuses on establishing what has become the standard expected for all students and what remains additional for disabled students, specifically in relation to the level and type of technological support provided through DSAs. This call for evidence does not consider the range of human support provided through the DSA non medical helpers allowance.

7.5 - Evidence and data for the Disabled Students' Allowances call for evidence

7.5.1 Number of Full-Time English domiciled applicants in receipt of DSAs in Academic Year 2010/11 by age ^[1]

Age ^[2]	Number of Recipients (000s)	Amount Paid (£m)
Under 21	23.8	56.3
21 to 24	13.3	26.1
25 and Over	10.3	26.7
Total	47.4	109.2

7.5.2 Number of Full-Time English domiciled applicants in receipt of DSAs in Academic Year 2010/11 by gender ^[1]

Gender	Number of Recipients (000s)	Amount Paid (£m)
Male	20.9	49.2
Female	26.5	60.0
Total	47.4	109.2

Notes

[1] The totals in this table were originally published in table 3B(i) of the England Student Support Statistical First Release (SFR) on 29 November 2012. The scope of that publication is the support to full time students only so it omits DSA to part time and postgraduate students.

[2] Age is the age at the 1st September of the academic year.

Due to rounding rows will not always add to totals

7.5.3 Number of English domiciled applicants in receipt of DSAs in Academic Year 2010/11 by Study Mode and DSA Allowance Type ^[1]

Study mode	DSA Allowance type ^[2]	Number of recipients (000s) ^[2]	Amount paid (£m)
Full time	General	19.6	4.4
	Travel	1.6	2.4
	Equipment	26.9	42.0
	Non medical helpers	41.4	60.4
Total full time		47.4	109.2
Part time	General	1.3	0.3
	Travel	0.3	0.3
	Equipment	1.5	2.4
	Non medical helpers	2.3	4.0
Total part time		2.6	6.9
Post graduate	All types	3.9	9.7
TOTAL		53.9	125.7

Notes

[1] The totals in this table for full time students were originally published in table 3B(i) of the England Student Support Statistical first Release (SFR) of 29 November 2012. The scope of that publication is the support to full time students only so it omitted the DSA to part time and postgraduate students shown in this table.

[2] The individual lines represent the number of applicants in receipt of each allowance type and individuals may receive more than one allowance type. The total in the last row is the number of individuals in receipt of DSA.

7.6 - Questions for the Disabled Students' Allowances call for evidence

The following questions are designed to help us better understand what, if any, IT equipment (i.e. hardware and software) is now considered to be ordinarily required by all students to enter and remain in HE, as against what remains specialist or additional and primarily required by students with a disability or long-term health condition.

Question: Based on your knowledge of Disabled Students' Allowances, disabled students and the general student population, is there any IT equipment currently supplied through DSAs that you think is generally required by the majority of students entering HE? Please give reasons for your answer. Please refer to any evidence you have to support your answer.

Question: If you haven't done so, please indicate what IT equipment you feel is generally required by all students. Please try to be as specific as possible and give reasons or evidence supporting your view.

Question: What types of IT equipment do you believe should continue to be regarded as additional i.e. it is required specifically by disabled students as a result of their disability? Please refer to any evidence to support your answer.

Question: Is there any IT hardware or software that you feel disabled students need that they are currently unable to get? Please refer to any evidence to support your answer.

8. What happens next?

Responses received in answer to this call for evidence will be analysed after the closing date. Further discussions may be held with key stakeholders if options for change are developed in light of the responses.

Annex A: Review of Targeted Support Response form

The Department may, in accordance with the Code of Practice on Access to Government Information, make available, on public request, individual responses.

The closing date for this call for evidence is 2pm on Friday 31 May 2013

Name:

Organisation (if applicable):

Address:

You may complete this survey at <https://www.surveymonkey.com/s/WBBPKDN> .

Alternatively you may email completed forms to HEtargetedsupportcfe@bis.gsi.gov.uk or send hard copies to

Paul Higgs, Higher Education Directorate, Department for Business, Innovation and Skills, 1 Victoria Street, London, SW1H 0ET

Telephone: 0207 215 1500

Email: paul.higgs@bis.gsi.gov.uk

1. Please tick a box from the list of options that best describes you as a respondent.

<input type="checkbox"/>	Higher Education student representative organisation or body
<input type="checkbox"/>	Higher Education institution representative organisation or body
<input type="checkbox"/>	Higher Education employee representative organisation or body
<input type="checkbox"/>	Business representative organisation/trade body
<input type="checkbox"/>	Central government
<input type="checkbox"/>	Charity or social enterprise
<input type="checkbox"/>	Individual
<input type="checkbox"/>	Large business (over 250 staff)
<input type="checkbox"/>	Legal representative
<input type="checkbox"/>	Local Government
<input type="checkbox"/>	Medium business (50 to 250 staff)
<input type="checkbox"/>	Micro business (up to 9 staff)
<input type="checkbox"/>	Small business (10 to 49 staff)
<input type="checkbox"/>	Trade union or staff association
<input type="checkbox"/>	Other (please describe)

GRANTS FOR DEPENDANTS – QUESTIONS

Adults Dependants' Grant (ADG)

The ADG is currently available to students who are living with a spouse, civil partner, partner (for students over 25) or other adult dependant (excluding adult sons and daughters). The ADG is currently worth up to £2,642 a year. The ADG is awarded based on family circumstances rather than actual costs, and the amount paid to the student is means-tested.

2. Do you think it is right to target additional funding at students with spouses/ partners and adult dependants?

Yes No Not sure

Please give reasons below for your answer. Please refer to any evidence you have to support your answer.

3. Do you think the ADG is effective in encouraging students with spouses/ partners and adult dependants to enter and remain in HE?

Yes No Not sure

Please give reasons below for your answer. Please refer to any evidence you have to support your answer.

4. Do you think the ADG should be changed in any way? For example, in relation to who is entitled to the grant, the level of funding, the process of applying for the grant, etc?

Yes No Not sure

If so, please give any ideas or thoughts on how you would change the ADG below. Please give reasons for your ideas and refer to any evidence you have to support your answer.

5. Do you have any other comments about the ADG?

Childcare Grant (CCG)

The CCG is available to help students with the costs of dependent children in registered childcare. CCG can currently pay up to 85% of the actual cost of childcare up to a maximum of £148.75 per week for one child or £255 per week for two or more children. The CCG is available throughout the entire academic year, including vacations. The amount of CCG awarded is based on the actual childcare costs incurred by the student and is means-tested. Students are required to provide evidence of their actual childcare costs.

6. Do you think it is right to target additional funding at students who have childcare costs?

Yes

No

Not sure

Please give reasons below for your answer. Please refer to any evidence you have to support your answer.

7. Do you think the CCG is effective in encouraging students with children to enter and remain in HE?

Yes

No

Not sure

Please give reasons below for your answer. Please refer to any evidence you have to support your answer.

8. Do you think the CCG should be changed in any way? For example, in relation to who is entitled to the grant, the level of funding, the process of applying for the grant, etc?

Yes No Not sure

If so, please give any ideas or thoughts on how you would change the CCG below. Please give reasons for your ideas and refer to any evidence you have to support your answer.

- 9 Do you have any other comments about the CCG?

Parents' Learning Allowance (PLA)

The PLA is available to students with one or more dependent children, and provides help towards some of the additional costs incurred by student parents when attending an HE course. The PLA is currently worth up to £1,508 a year. The PLA is awarded based on family circumstances rather than actual costs. The PLA is means-tested, and it is paid in addition to the CCG.

10. Do you think it is right to target additional funding at students who have children in addition to that available through the CCG?

Yes No Not sure

Please give reasons below for your answer. Please refer to any evidence you have to support your answer.

11. Do you think the PLA is effective in encouraging students with children to enter and remain in HE?

Yes No Not sure

Please give reasons below for your answer. Please refer to any evidence you have to support your answer.

12. Do you think the PLA should be changed in any way? For example, in relation to who is entitled to the allowance, the level of funding, the process of applying for the allowance, etc?

Yes No Not sure

If so, please give any ideas or thoughts on how you would change the PLA below. Please give reasons for your ideas and refer to any evidence you have to support your answer.

13. Do you have any other comments about the PLA?

Do you have any other comments on grants for dependants?

14. Please use this space to express any other ideas or comments on this suite of grants. For example you may wish to comment on the links between the grants, the income assessment, the evidence requirements, etc.

DISABLED STUDENTS' ALLOWANCES (DSAs) – QUESTIONS

The following questions are designed to help us better understand what, if any, IT equipment (i.e. hardware and software) is now considered to be ordinarily required by all students to enter and remain in HE, as against what remains specialist or additional and primarily required by students with a disability or long-term health condition.

15. Based on your knowledge of Disabled Students' Allowances, disabled students and the general student population, is there any IT equipment currently supplied through DSAs that you think is generally required by the majority of students entering HE?

 Yes No Not sure

Please give reasons below for your answer. Please refer to any evidence you have to support your answer.

16. If you haven't done so in response to Question 15, please indicate what IT equipment you feel is generally required by all students. Please try to be as specific as possible and give reasons or evidence supporting your view.

17. What types of IT equipment do you believe should continue to be regarded as additional i.e. it is required specifically by disabled students as a result of their disability? Please refer to any evidence to support your answer.

18. Is there any IT hardware or software that you feel disabled students need that they are currently unable to get? Please refer to any evidence to support your answer.

19. Thank you for taking the time to let us have your views. We do not intend to acknowledge receipt of individual responses unless you tick the box below.

Please acknowledge this reply

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