The Nature and Experiences of the Dyslexia Population in Higher Education: A case study

Volume II

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Abstract

This research investigated factors influencing the approach of dyslexic higher education students to support in one UK higher education institution. While considering the nature of the population of dyslexic students as a whole, it also looked for potential sub-groups with a view to differentiating support needs and usage.

The research considered data for past dyslexic students of the institution, over nearly a decade, in the context of national data (HESA and UCAS) to establish the nature of the population being investigated. A range of measures were completed by current students of the institution, addressing: aspects of experiences of dyslexia; personality; learning mode preferences; and support use, including DSA Needs Assessment recommendations. These findings, in conjunction with WAIS intelligence test indices scores (where available from dyslexia assessments), were statistically analysed where appropriate. The research concluded with interviews of selected participants.

The main findings included a trend of late identification of women. Evidence of the impact of dyslexia recognition and support during compulsory schooling was seen in subsequent support use and outcomes. How students attributed outcomes at school was important for self-concept and motivation, although this was not always related to recognition of dyslexia or support. The Perceptual Organisation Index of the WAIS-III test was central to grouping participant cases. Patterns were seen in use of higher education support, relating to age of identification as dyslexic, age when starting the course and gender.

The implications include the way Learning Mode preference awareness has a role in developing self-awareness and meta-cognitive skill. Study environment requirements are an area of student needs that would benefit from further investigation. Feedback on Needs Assessment recommendations highlights the need for more training opportunities and better ways to introduce students to assistive technology before recommendations were made. Better understanding of support use patterns has implications for support resource management.

Volume II
Appendices

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Acknowledgements

I would like to thank all the students who gave of their time to complete the questionnaires, be interviewed or simply gave permission for their data to be used, in the hope it would benefit future dyslexic students.

Part of the information in this thesis has been derived by the author from raw data from the Higher Education Statistics Agency website and are reproduced by permission of the Higher Education Statistics Agency Ltd.

Many thanks must go to everyone who helped me turn what I had written, into what I thought I had said – helping me to only address what I had promised and not the many other interesting things besides. Especial thanks go to my Director of Studies Sue Hallam and supervisor Ginny Stacey who stuck with me throughout this long drawn out process. Without their endless patience, encouragement, and belief I would never have reached the end. Also Brigid Avison and Jane Clark for help with my own dyslexic issues, compensating for the divergent associative trains of thoughts and limitations of working memory of a dyslexic writer. Jane burnt the midnight oil to provide feedback in time for meetings and deadlines on many occasions. My thanks also go to Charlie Good for acting as a sounding board, helping with data entry and keeping my PC on the road throughout.

I want to thank Frank for his belief in me, almost infinite patience with this undertaking, and being on the end of a computer in moments of desperation and frustration. Deepest thanks to Jenny for keeping me fed and watered while I was immersed in this research.

Definitions

BDA		British Dyslexia Association
HE		Higher Education
HEI		Higher Education Institution
LADs		Lucid Adults Dyslexia screening
SpLD		Specific Learning Difficulty (Difference)
DSA		Disabled Student Allowances
HESA		Higher Education Statistics Agency
UCAS		University and College Admission Services
SENDA		Special Educational Needs and Disability Act (2001)
DDA		Disability Discrimination Act (1995)
OU		Open University
UK		United Kingdom
Dis-Forum		Disability forum news group
NADO / NADP		National Association of Disability Officers / National Association of Disability Practitioners
RI		The research institution
TWD		Leaving code for Temporary Withdrawal
PIP page		Personal Informal Portal page – data held by the RI, about a student.
(MQn)		Quote identifier – male who only completed questionnaires.
(Fn)		References for interviewee quotes, a gender indicator and reference number within gender e.g. (F1), which is also used to identify any comments quoted from the questionnaires or WAY statements.
RQn		Research question, where n is the number.
(N=n)		Where n is the sample size.
VARK		Visual, Auditory, Read/write, Kinaesthetic - learning mode preference measure.
NEO-FFI / Big-5		NEO Five-Factor Inventory – personality measure.
PCA		Principle Component Analysis, a form of statistical factor analysis.

Notes:

The spelling of comments made on the questionnaires and Who Are You statements have not been changed.

[Dyslexia Background] indicates the source is the measure / file 'Dyslexia Background'.

Appendix 3.1 referred to a complete section of the appendices, whereas App. 3.1 referred to a figure or table, the first figure in the appendix section 3.

3.3 Log-sheet – Student Services

Data	Variables	Level of Measure		Values
	Bold variable also used in SPSS		max field size	*none* ***0*** *Yes* ***1*** *No* ***2***
Historic order	**horder**	-	5	numeric
Dyslexia Registration status	**hstatus**	categorical	4	1=R-Reg, 2=S shadow, 3=P prospective 4=X not dys / or opt out
Gender	**hsex**	categorical	4	female = 1 male = 2
Course format	**hcrsefmt**	categorical	4	1=Full-Time, 2=Part-Time, 3= Mixed, 4= Associate student, 5 =prospective 6=TWD – temporary withdrawn
Study format	**hstdyfmt**	categorical	4	1=FT study 2= PT study 3, 4, 5 = A, B, C, - Sandwich format, 6= TWD – temporary withdrawn, 7=distance 8 = writing up
Course title	**hcrsetit**		42	
course code	**hcrsecde**		7	xx99, xx999
field 1	**hfld1**	categorical	4	xx, xxx
field 2	**hfld2**	categorical	6	xx, xxx
Level of study	**hlevel**	categorical	4	1=UG - undergraduate 2=PG - postgraduate 3=Fnd - foundation 4=Ass - associate 5=HND – higher national diploma 6=DipHE 7= PG dip - postgraduate diploma 8= Research PG
Age group on entry	**hagegrp**	categorical	8	6=Und 25, 3=25, 7=Ovr 25 SPSS converted to **hagestrt** coding
calculated age at start of course	**hagestrt**	categorical	8	1= under 21, 2= 21-24, 3= 25, 4= 26-29, 5= 30 and over 6= Under 25 years 7= Over 25
Entered from	**hentfrm**	categorical	8	1= Access 2= School 3= CFE 4= Uni 5= Trans 6= Work 7= Gap 8= Other 9 = Exchange
Entry year	**hentyr**	interval	9	date - dd-mmm-yy
Expected leaving - year	**hexplyr**	interval	9	date - dd-mmm-yy
actual leaving - year	**hactlyr**	interval	9	date - dd-mmm-yy

Leaving code	**hlevcde**	categorical	3	01 - OK 02- academic fail 03- transfer college 04- health 05- deceased 06- financial 07- other personal 08- time lapsed 09- exclusion 10- working 11- other 12- await result 13- voluntary withdraw 14-attend only 15- unsuitable career 16- VSMS out of time, 18- excluded by finance 19- family commitment 20- course unsuitable 21- course unsatisfactory 30- withdrew pre arrive 33- transfer course 66- did not attend 99 - unknown
Year - known to Student Services	**hknssyr**			yyyy
Term - known to Student Services	**hknsstm**		3	Pre, - prior to the course T1, - Term 1 T2, - Term 2 T3, - Term 3
Year and Term	**hyrrtm**		9	date - dd-mmm-yy
Support year	**hsupyr**		9	date - 01-Sep-yy
Contacts	**hcontact**	categorical	4	1=Min(<5), 2=Low (5), 3= Mod(5-10), 4=Active(11-20), 5=High(20+)
Visit 1 - Visit 4	*hcontv1 - hcontv4*		50 *4	text
First Formal Assessment	**hfstassm**	categorical	4	1=yes 2=no 3=probably 4=possibly
IQ test used	**hassniq**	categorical	3	1=WISC 2=WISC-R 3=WISC-III 4=WAIS 5= WAIS-R 6=WAIS-III 7=Matrix/SATA 8=Other 9=Wechsler 10=BAS
WRAT – tests completed: Spell, Read, Maths	**hwrat**	categorical		1= test used 2= spell only 3= read only 4= maths only 5= spell read, 6= spell maths, 7= read maths 8= all 3 tests
exam provision used	**hexprov**		3	1=yes 2=no
checked disabled flag	**hchkdis**		7	1 =dyslexic exam arrangements 2 =other disabled exam arrangements 3= disabled & dyslexic exam arrgmnts 4 =dyslexic - no exam arrangements

App. 3. 2 **Log-sheet - SPSS file variables with coding details for verification and validation**

3.4 Materials

3.4 a) Information sheets

a.1) Information sheet

Thank you for expressing an interest in my research into Dyslexia and Higher Education. I had planned to introduce my research to you in a face-to-face interview this term, unfortunately I will not be in ... until the New Year. Hence I need to ask you a few questions for background information and also to capture your initial expectations and first impressions of university life.

I hope most of you are happy using e-mail. Please make sure I have your 'preferred' e-mail address. As [RI] has good virus checkers I will send the questions as Word attachments (anyone who is not happy opening attachments **either** talk to the Computer Helpdesk **or** ask me to 'paste' it into an e-mail as part of the message, however this may effect the formatting). Having got the questions there are 3 options:

1: Edit the file and e-mail it back to me.

2. Print it, fill it in by hand and put it in Internal post (Attn. Mary Eld, Student Services, X Campus.), from halls or main foyer ... etc.Internal post boxes, or take it over to Student Services.

3. If you don't mind me recording our telephone conversation, mail me or ring (nnnnnnnnnn) to agree a time, and I can then take the information by phone. (You may like to print out the questions, first)

Not everyone taking part is a first year student and for some questionnaires there will be different sheets for 'Freshers' and 'Continuing' students. You do not need to complete both.

I look forward to meeting everybody next term. I still need more dyslexic students to participate, if you know anyone put them in touch. Please contact me if you have any questions.

Mary Eld

a.2) Freshers' Information sheet

Hi

Welcome to [RI] 2002-2003!

This research is a chance for you to help both yourself and future students with dyslexia at [RI]. A better understanding of the dyslexic student population will help improve the support provision. Your answers will form part of a research project looking into the up-take of support and the type of support needed by students.

A number of students are already involved in this research and I now need to look at a wider sample. I hope you can spare the time to complete these questionnaires. **If** you feel unable to tackle a paper-based questionnaire, would you prefer to answer them over the phone (or face-to-face)? Please let me know and keep the questionnaires to follow when giving spoken answers.

There are benefits for you as well. You are offered compensation for your time **(£5 per hour)** and an opportunity to discover your preferred learning mode and its implications for how you study (VARK – questionnaire).

I am asking you to complete these questions (estimated 1 hour), there will be a draw for Book Tokens, from all the Student IDs who have returned a completed set of questionnaires by the **end of Week 6.**

There will be future opportunities, for a limited number of students, to participate further by going on to do the Interview session (up to 2 hours) – this can also be a recorded phone interview.

Please **post** the Consent form and Questionnaires in the Addressed Envelope provided, by **Internal post** to Mary Eld, C/O Student Services, X. Campus . Indicate on the back if you have completed the questions or retained them to complete by phone.

Confidentiality of this information will be ensured. Information held about you will be available for you to see (given reasonable notice) and you may withdraw from the research at anytime. Any information that is published as a result of the research will be in an anonymous form. When this research and associated papers have been completed this information will be destroyed.

Please contact me if you have any questions. I imagine most of you are happy using e-mail. Please make sure I have your 'preferred' e-mail address.

Thank you

Mary Eld

a.3) Mail-shot information sheet

Hi

First let me assure you that confidentiality has been maintained, the envelopes were filled prior to being addressed, hence your address information has not been disclosed.

This research is a chance for you to help future students with dyslexia at RI. A better understanding of the dyslexic student population will improve the support provision. Your answers will form part of a research project looking into the up-take of support and the type of support needed by students.

I hope you can spare the time to complete these questionnaires (available in electronic format as an e-mail attachment if you prefer). A number of students are already involved in this research and I now need to look at a wider sample.

There are benefits for you as well. You are offered compensation for your time **(£5 per hour)** and an opportunity to discover your preferred learning mode and its implications for how you study.

I am asking you to complete these questions (@1 hour), from all the Student IDs who have returned a completed set of questionnaires a limited number of students will go on to do the Interview session (1 hours) – this can be a recorded phone interview.

Please return by **Internal post** to Mary Eld, C/O Student Services, X. Campus.

Confidentiality of this information will be ensured. Information held about you will be available for you to see (given reasonable notice) and you may withdraw from the research at anytime. Any information that is published as a result of the research will be in an anonymous form. When this research and associated papers have been completed this information will be destroyed.

Please contact me if you have any questions. I imagine most of you are happy using e-mail. Please make sure I have your 'preferred' e-mail address.

Mary Eld

3.4 b) Permission, Consent and Thanks

b.1) Permission

Dyslexia Research

I am a postgraduate researcher in Education at RI University. I am a dyslexic doing an MPhil / PhD. The aim of my research is to improve support for dyslexic students. To do this I need to model the dyslexic population here and see how their support needs are being met.

I would like to request statistics from the University Computer system (CSMS) based on gender, age group, field, full-time/part-time study, degree class, exam arrangement and UCAS coding. In some fields this might make it possible to identify individuals and for this reason I need your permission.

I would also like to access the paper records held in Student Services relating to your dyslexia. I will be gathering information on: the frequency with which people use Student Services dyslexia support; what are the main reasons for visits; how many people have used the study skill sessions and Learning Skills module; how many people knew they were dyslexic when starting their course and how many were recognised during their course; and numbers using one-to-one support.

I need your need your permission to look at your records. Some information will be gathered from these records and stored separately for use in my research. Confidentiality of this information will be ensured. Information held about you will be available for you to see and you may withdraw from the research at anytime. Any information that is published as a result of the research will be in an anonymous form. When this research and associated papers have been completed this information will be destroyed.

Student ID_____ Student Name _____

☐ I refuse permission for Mary Eld to look at my records.

OR

☐ Mary Eld has my permission to look at my dyslexic records held in Student Services.

☐ Mary Eld has my permission to request statistics based records held on CSMS.

Signed_____ Date _____

This consent form can be returned to student services by
Internal Post – Attn Mary Eld, Student Services, RI, X. Campus.
OR
Completed and given to the researcher.

b.2) Consent

Research Data Consent

The aim of my research is to identify ways to improve use of support for dyslexic students. To do this I need to monitor the current learning and support experiences of a sample of the dyslexic population of RI over the length of their course.

Please indicate which group of students you belong to and what access to information you will grant me, finally please sign and return this:

☐ I am interested in taking part in your research (Group **a** ☐, **b**☐, **c**☐)

a) "**Knew** they were **dyslexic**" on arrival and had made **contact** with the University **before** the start of term. OR

b) "**Knew** they were **dyslexic**" on arrival and made **contact** with the University **at** the start of term. OR

c) "**Found out**" you were dyslexic **at** university.

☐ I am willing to provide a print of my PIP showing academic results.

As part of the research I would like to request statistics from the University computer system (CSMS) based on gender, age group, field, full-time/part-time study, degree class, exam arrangement and UCAS coding.

☐ Mary Eld has my permission to request statistics based on records held on CSMS, that may cover my records.

For people who are interviewed I would like to access the paper records held in Student Services relating to your dyslexia. I need your permission to look at your records. Some information will be gathered from these records and stored separately for use in my research.

☐ Mary Eld has my permission to look at my dyslexia records and the provision of support details held in Student Services.

Research - Data Protection Agreement

Confidentiality of this information will be ensured. Any information that is published as a result of the research will be in an anonymous form. When this research and associated papers have been completed this information will be destroyed. Within this agreement, the knowledge that I am dyslexic is confidential and cannot be disclosed to anyone who is not relevant to the dyslexia research undertaken by Mary Eld.

☐ I accept this Research - Data Protection Agreement

Student Name _____
Course _____

Contact by :E-mail_____

or Tel. No. _____

Signed_____ **Date** _____

b.3) Thanks and follow up

Dear Student

Thank you for showing an interest in my research. I'd like to take you up on your help, to complete questionnaires and perhaps to participate in an interview. This research aims to improve the support of future dyslexic students.

a) Will you complete questionnaire (s)? Y / N
b) Would you be more likely to do so if you could give spoken answers? Y / N
c) Will you take part in an interview @ 1 hour Y / N
(if you have already completed an interview please tick) ( )

Please let me have your response
Mary Eld, C/O Student Services, X Campus, RI
Or e-mail nnnnnnnn@RI.ac.uk

My data gathering is planned to end in April 2003.

---

b.4) Big-5 Thanks

Thank you for having taken time to complete all the questionnaires and perhaps an interview, for me in the past. This research aims to improve the support of future dyslexic students. There is one more questionnaire I'm asking you to complete, its purpose is to show if the support used relates more closely to personality than the dyslexic traits noted from other questionnaires.

a) Will you take part in an interview @ 1 hour Y / N
(Or if you have already completed an interview please tick) ( )

b) Can this information be used in an anonymous form in research projects, to look at the best ways to support dyslexic students at both RI and nationally?
Y / N

c) Can information referring to your Educational Psychologist's report, held in Student Services, be used in research projects to look at the best ways to support students, in terms of dyslexic strengths and weaknesses? Y / N

Signature_____ Date_____

Please reply & include a print of your PIP page. if possible
Using the Reply envelope provided.
Or by Internal Post - Mary Eld, C/O Student Services, X Campus, RI

My data gathering is planned to **end in April 2003**. If you are completing your **dissertation** this year – Please let me know when you will hand it in and I will follow up missing questionnaires and interviews AFTER that date.

b.5) Thanks and follow-up alternative

Dear Student

Thank you for showing an interest in my research or for having taken time to complete questionnaires and perhaps to have participated in an interview, for me in the past.

My research is a chance for you to help both yourself and future students with dyslexia at RI. A better understanding of the dyslexic student population will help improve the support provision. I am also following up the questionnaires on Equipment and Support recommendations for the Students Services' Quality Assurance review. Your answers will form part of research projects looking into the up-take of support, the equipment and type of support needed by students.

I'd like to have your help to complete as many full sets of questionnaires as possible. A few people have done all of them and I'm now following up the incomplete sets - with **your help.** I ask you to spare the time to complete a questionnaire (or several depending on what you have already completed) and some people to take part in an interview. You can be offered compensation for your time **(£5 per hour).**

Thank you, *Mary Eld*

---

a) Will you complete the questionnaires **Y / N**

No - Would you be more likely to do so if you could give spoken answers? **Y / N**

If you feel **unable** to tackle a paper based questionnaire, please **keep** them and provide contact information and times below – for giving spoken responses.

Telephone : _____ Days / Dates : _____

Times: _____

b) Will you take part in an interview @ 1 hour **Y / N**
(if you have already completed an interview please tick) ( )

c) Can this information be used in an anonymous form in research projects, to look at the best ways to support dyslexic students at both RI and nationally? **Y / N**

d) Can information referring to your Educational Psychologist's report, held in Student Services, be used in research projects to look at the best ways to support students, in terms of dyslexic strengths and weaknesses? **Y / N**

Signature _____ Date _____

Please let me have your response
Using the reply envelope provided.
Or by Internal Post - Mary Eld, C/O Student Services, HKSC, RI

My data gathering is planned to **end in April 2003.**

Any students completing their dissertation this year – Please let me know when you will hand it in and I will follow up missing questionnaires and interviews AFTER that date.

3.4 c) Dyslexia and Course Details / Introductory questionnaire

The measure 3.4 d) BDA Adult Dyslexia checklist was printed on the back of this sheet.

Background Dyslexia

Thank you for taking the time to complete the following sheets. Student Id is used to link all your data. You will be compensated for 1 hour of your time.

Name: _____

Date of Birth _____/_____/_____

Language spoken at home _____

Year / age dyslexia recognised._____/_____/_____

Country where dyslexia as assessed _____

Dyslexia Support received? (Circle or **bold** the ones that apply to you)
No, at Primary school, at Secondary, Local classes (outside/after school),
Post-school, University

Student number: _____

Course: _____

Started Month/ Year____/_____

Ends Month/ Year ____/_____

Is there a placement / time in industrial / study abroad on your course?
Yes / No

Did you know you were dyslexic before you came to university?
Yes / No

Did you have any support for dyslexia before you came to university?
Yes / No

Did you contact the university about dyslexia before you started?
Yes / No

Can I look at your dyslexia assessment & records held by Student Services?
Yes / No

Can I look at your academic records held on the university administration computer system?
Yes / No
(I will need a signed permission when we meet.)

Would you be prepared to print /send me a copy of your PIP pages at the end of each term?
Yes / No

What were your hopes, concerns and expectations for your course – before you came to university?

Please Turn Over

3.4 e) Course Questionnaire - Introductory

Date: __/__/_____ Student ID_____ Week: _____

If this is the **first time** you have completed a 'Module' questionnaire for me **please answer these questions.** Otherwise continue to next sheet, now.

What is your course? Degree / post Grad / Diploma / foundation

& its title? _____

What school / department _____

i.e. CMS, Healthcare, Humanities, etc.

What field(s) do you belong to? _____

Does your course have exams? Yes / No

Does your course involve placements / or working practice? Yes / No

Please **circle** a number to rate **each** of the following: How do they reflect your reason for entering Higher education? **1** – *not at all* → **4** – *great deal*

My friends were doing it.	1	2	3	4
I want to get a degree.	1	2	3	4
To prove to myself I can.	1	2	3	4
I need a degree for my career.	1	2	3	4
I didn't know what else to do.	1	2	3	4
I'm really interested in the subject.	1	2	3	4
My parents wanted me to study.	1	2	3	4
Other (Please specify).	1	2	3	4

Do you choose over 50% of your modules or are the modules for your course mostly decided by the school/department? Please **tick** the one that applies.

You choose over 50% ☐

Decided by school/department ☐

If the modules are decided for you – stop here. Thank you, now continue with the questions on the next sheet relating to your modules.

Does the assessment structure affect your choice of module? Yes☐ No☐

Would you do a 100% exam module? Yes☐ No☐

Would you do a 100% assignment module? Yes☐ No☐

Would you do a module with group work? Yes☐ No☐

Does the lecturer teaching the module influence your choice? Yes☐ No☐

Would you take a module for its content regardless of the type of assessment? Yes☐ No☐

Would you take a module you are interested in, if you didn't think you would score highly? Yes☐ No☐

3.4 f) Module Questionnaire - First term / Continuing

First Term:

Date: __/__/_____ Student ID_____ Week: _____

Please answer the questions on this **Term's** Modules or set Course Modules

1. Please - Identify the modules you took, (or were set) for your course,
   Circle or **Bold** the responses that apply
   and grade your experience of each module from:

Negative **1** (badly/ boring / fail) →
– *Positive* **4** (very well / very interesting / good pass).

Module No. or Name	**Content?**	**How's it going?**	**Is the module interesting?**	**Outcome expected?**
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4

2. Would you change any future modules because of these modules?

Yes☐ No☐

3. What dyslexia / study support are you using?

4. What dyslexia / study support do you want / need?

5. Other Comments:

Continuing Term:

Date: __/__/_____ Student ID_____ Week: _____

Please answer questions on **Last Term's** Modules or set Course Modules

1) Results: Please identify the modules you took, (or for your course), please circle the responses that apply **and** grade your experience

Negative **1** (unhappy/ boring) – *Positive* **4** (very pleased / very interesting).

Module No. or Name	**Did you pass?**	**Happy with results?**	**Interesting module?**
M0_____	Pass / fail / re-sit / on-going / sick	1 2 3 4	1 2 3 4
M0_____	Pass / fail / re-sit / on-going / sick	1 2 3 4	1 2 3 4
M0_____	Pass / fail / re-sit / on-going / sick	1 2 3 4	1 2 3 4
M0_____	Pass / fail / re-sit / on-going / sick	1 2 3 4	1 2 3 4
M0_____	Pass / fail / re-sit / on-going / sick	1 2 3 4	1 2 3 4

2) Did you change any future modules because of these results? Yes☐ No☐

This terms **Modules or set course :**

3) Please identify the modules you took, (or for your course), circle the responses that apply **and** grading your experience of each module from:

Negative **1** (badly/ boring / fail) →
– *Positive* **4** (very well / very interesting / good pass).

Module No. or Name	**Content?**	**How's it going?**	**Is the module interesting?**	**Outcome expected?**
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4
M0_____	As expected / not as expected	1 2 3 4	1 2 3 4	1 2 3 4

Other Comments:

3.4 g) WAY statements

W A Y - What Are You,

Would you please complete the following 15 W-A-Y statements, with **I am ...**
(**then** words that describe you, your role / place in life and as a student, at this time.)

Student ID _____ DATE:_____

1 . **I am ...**
2 . I am ...
3 . I am ...
4 . I am ...
5 . I am ...
6 . I am ...
7 . I am ...
8 . I am ...
9 . I am ...
10. I am ...
11. I am ...
12. I am ...
13. I am ...
14. I am ...
15. I am ...

Thanks ;-)

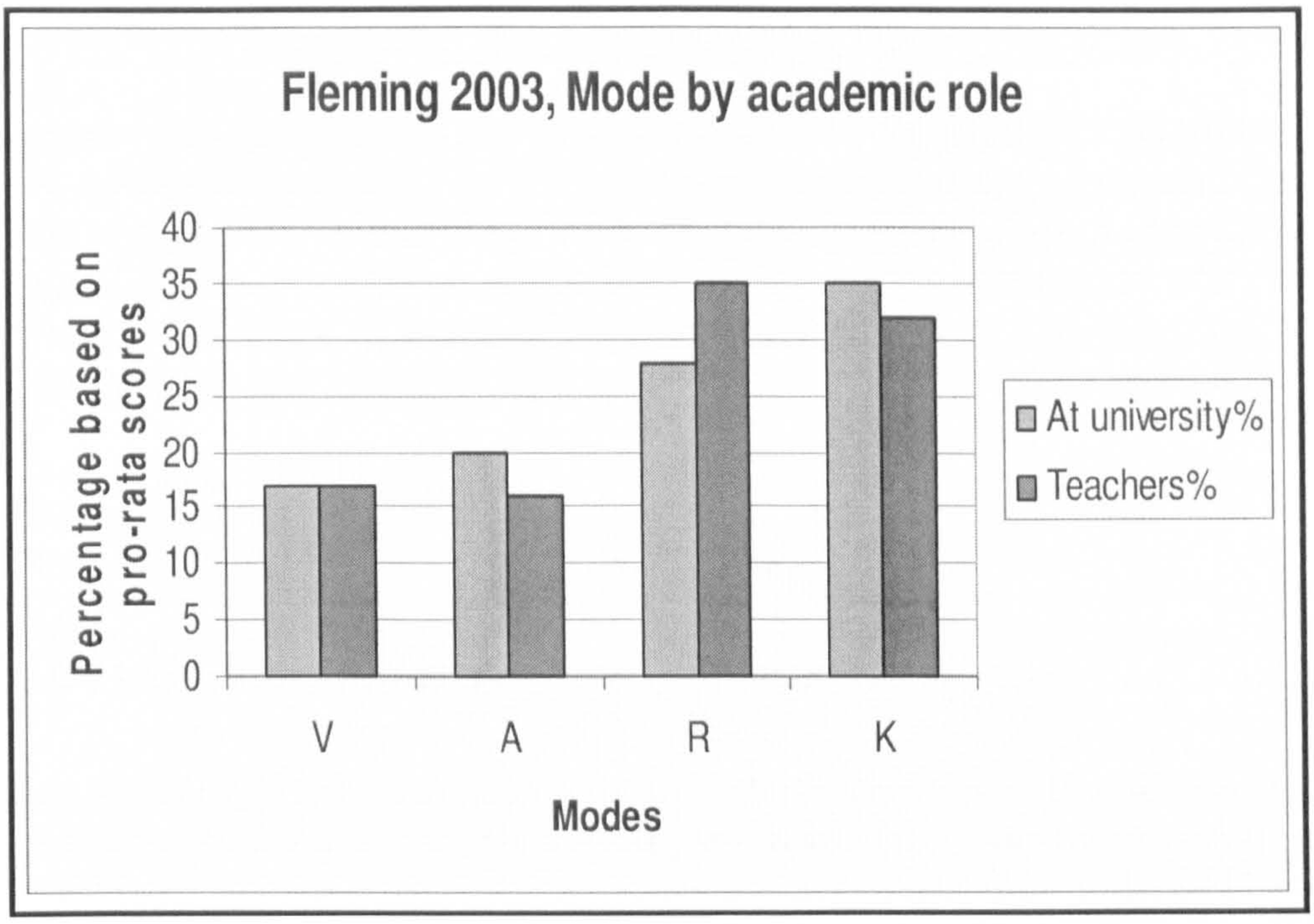
Mary Eld

C/O Student Services
HKSC

X Campus

RI

3.4 h) Learning Mode Preference - VARK



App. 3. 3 **VARK, Fleming 2003 modality data for Education- Staircase and Alps**

i.3) Multiple Intelligence Inventory

Section 1 = question 1-10 through to Section 9 = questions 81-90

Multiple Intelligences Survey

Date: _____ **Student ID: _____**

Part I

Complete each section by placing a '1' next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

_____ I enjoy categorising things by common traits
_____ Ecological issues are important to me
_____ Hiking and camping are enjoyable activities
_____ I enjoy working on a garden
_____ I believe preserving our National Parks is important
_____ Putting things in hierarchies makes sense to me
_____ Animals are important in my life
_____ My home has a recycling system in place
_____ I enjoy studying biology, botany and/or zoology
_____ I spend a great deal of time outdoors

_____ TOTAL for Section 1

Section 2

_____ I easily pick up on patterns
_____ I focus in on noise and sounds
_____ Moving to a beat is easy for me
_____ I've always been interested in playing an instrument
_____ The cadence of poetry intrigues me
_____ I remember things by putting them in a rhyme
_____ Concentration is difficult while listening to a radio or television
_____ I enjoy many kinds of music
_____ Musicals are more interesting than dramatic plays
_____ Remembering song lyrics is easy for me

_____ TOTAL for Section 2

Section 3

_____ I keep my things neat and orderly
_____ Step-by-step directions are a big help
_____ Solving problems comes easily to me
_____ I get easily frustrated with disorganised people
_____ I can complete calculations quickly in my head
_____ Puzzles requiring reasoning are fun
_____ I can't begin an assignment until all my questions are answered
_____ Structure helps me be successful
_____ I find working on a computer spreadsheet or database rewarding
_____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4

_____ It is important to see my role in the 'big picture' of things
_____ I enjoy discussing questions about life
_____ Religion is important to me
_____ I enjoy viewing art masterpieces
_____ Relaxation and meditation exercises are rewarding
_____ I like visiting breathtaking sites in nature
_____ I enjoy reading ancient and modern philosophers
_____ Learning new things is easier when I understand their value
_____ I wonder if there are other forms of intelligent life in the universe
_____ Studying history and ancient culture helps give me perspective

_____ TOTAL for Section 4

Section 5

_____ I learn best interacting with others
_____ The more the merrier
_____ Study groups are very productive for me
_____ I enjoy chat rooms
_____ Participating in politics is important
_____ Television and radio talk shows are enjoyable
_____ I am a 'team player'
_____ I dislike working alone
_____ Clubs and extracurricular activities are fun
_____ I pay attention to social issues and causes

_____ TOTAL for Section 5

Section 6

_____ I enjoy making things with my hands
_____ Sitting still for long periods of time is difficult for me
_____ I enjoy outdoor games and sports
_____ I value non-verbal communication such as sign language
_____ A fit body is important for a fit mind
_____ Arts and crafts are enjoyable pastimes
_____ Expression through dance is beautiful
_____ I like working with tools
_____ I live an active lifestyle
_____ I learn by doing

_____ TOTAL for Section 6

Section 7

_____ I enjoy reading all kinds of materials
_____ Taking notes helps me remember and understand
_____ I faithfully contact friends through letters and/or e-mail
_____ It is easy for me to explain my ideas to others
_____ I keep a journal
_____ Word puzzles like crosswords and jumbles are fun
_____ I write for pleasure
_____ I enjoy playing with words like puns, anagrams and spoonerisms
_____ Foreign languages interest me
_____ Debates and public speaking are activities I like to participate in

_____ TOTAL for Section 7

Section 8

_____ I am keenly aware of my moral beliefs
_____ I learn best when I have an emotional attachment to the subject
_____ Fairness is important to me
_____ My attitude effects how I learn
_____ Social justice issues concern me
_____ Working alone can be just as productive as working in a group
_____ I need to know why I should do something before I agree to do it
_____ When I believe in something I will give 100% effort to it
_____ I like to be involved in causes that help others
_____ I am willing to protest or sign a petition to right a wrong

_____ TOTAL for Section 8

Section 9

_____ I can imagine ideas in my mind
_____ Rearranging a room is fun for me
_____ I enjoy creating art using varied media
_____ I remember well using graphic organisers
_____ Performance art can be very gratifying
_____ Spreadsheets are great for making charts, graphs and tables
_____ Three dimensional puzzles bring me much enjoyment
_____ Music videos are very stimulating
_____ I can recall things in mental pictures
_____ I am good at reading maps and blueprints

_____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Key:

Section 1 – This reflects your Naturalist strength
Section 2 – This suggests your Musical strength
Section 3 – This indicates your Logical strength
Section 4 – This illustrates your Existential strength
Section 5 – This shows your Interpersonal strength
Section 6 – This tells your Kinesthetic strength
Section 7 – This indicates your Verbal strength
Section 8 – This reflects your Intrapersonal strength
Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen an intelligence!
- This inventory is meant as a snapshot in time – it can change!
- M.I. is meant to empower, not label people!

The multiple intelligence survey was taken from the internet, © 1999-2000 Walter McKenzie, Surfaquarium Consulting / © 1999-2001 Walter McKenzie.
http://surfaquarium.com/MI/ working 25 Aug 04
and *http://surfaquarium.com/MI/inventory.htm* © 1999 Walter McKenzie,
The One and Only Surfaquarium

He claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes each individual has nine intelligences:

1 **Verbal-Linguistic Intelligence** -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words

2 **Mathematical-Logical Intelligence** -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns

3 **Musical Intelligence** -- ability to produce and appreciate rhythm, pitch and timber

4 **Visual-Spatial Intelligence** -- capacity to think in images and pictures, to visualize accurately and abstractly

5 **Bodily-Kinesthetic Intelligence** -- ability to control one's body movements and to handle objects skilfully

6 **Interpersonal Intelligence** -- capacity to detect and respond appropriately to the moods, motivations and desires of others.

7 **Intrapersonal Intelligence** -- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes

8 **Naturalist Intelligence** -- ability to recognize and categorize plants, animals and other objects in nature

9 **Existential Intelligence** -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

Taken from http://www.thirteen.org/edonline/concept2class/month1/ 16/04/02

3.4 k) Equipment and Study Support Questionnaires

Dyslexia Research Team

28th Aug 2002

Dear Student,

We are conducting a quality assurance review with students to find out how effective dyslexia support has been. It would be helpful to have your response on the enclosed questionnaires.

Please complete the reply slip, Equipment and support questionnaires. The funding questions help us to know what support is available to you. The following is a list of what you might be using or what could have been recommended for you in a Needs Evaluation Report. It is just to give you some ideas.

PC / Laptop
Colour printer
Scanner / OCR software
MS Office
Dictionary CD-ROM
Text-to-speech software
Mindmapping package
Speech recognition
Franklin spellchecker (pocket)
Dictaphone / Minidisk
Allowance - Book, Photocopy & Printing
One-to-one support
Group Support sessions
Advanced Reading course
Colour Sensitivity Screening
Technical support – CCPD / Local
Exam arrangements

You are free to see your data (given reasonable time) or withdraw your information from any research. Thank you for taking the time to complete these.

Dyslexia Research Team
On behalf of RI Student Services

Keep the top section

Reply Slip ✂----------
--

Name: _____ Please **complete** (circle & sign) &

Student ID: _____ **Return** with questionnaires

Can this information be used in an anonymous form in research projects, to look at the best ways to support dyslexic students at both RI University and nationally? **Y / N**

Can information referring to your Educational Psychologist's report, from your Needs Evaluation assessment, be used in research projects to look at the best ways to support students, in terms of dyslexic strengths and weaknesses? **Y / N**

If you feel unable to tackle a paper based questionnaire, would you answer these questions over the phone? (Keep the questionnaire to follow during the phone call) **Y / N**

In that case please provide a telephone number and good times to call below.

Telephone : _____ Days / Dates : _____

Times: _____

k.1 Equipment:

Background

I	When was your dyslexia first recognised?	
II	Are you an International or European or UK student? (Select one using an X)	**International** ☐ **European** ☐ **UK** ☐ **Other** please state:
III	How are you funded? (Select one using an X)	**Self** ☐ **Sponsored** ☐ **LEA** ☐ **NHS** ☐ **Other** please state:_____
IV	If you are NHS or LEA funded have you applied for the Disabled Student's Allowance?	**Y / N**
V	Have you registered with Student Services as a dyslexic student? (Select year & term using an X)	**Y / N** **If Yes** -When? **Year 1** ☐, **2** ☐, **3** ☐, **4** ☐ **other** ☐ **Term 1** ☐, **2** ☐, **3** ☐ **If No** -Why?
VI	Has someone made recommendations about equipment and support that might help you? **If No**-go to the **Support questionnaire.**	**Y / N** **If Yes** –Who?_____

Firstly we would like you to think about the Needs Assessment booking

1.	How long did you have to wait for an appointment? (Select one using an X)	**Less than 1** month ☐ **1 – 2** months ☐ **Over 3** months ☐
2	Where were you seen? Was it an NFAC Access Centre? Were you offered an earlier appointment, at a different site? (CCPD London, Middlesex Uni. etc)	_____ **Y / N** **Y / N** **If Yes** -Where? _____

We would like you to reflect on the **Needs Assessment** process.

3	Was the purpose and what would happen during the assessment made clear when you arrived?	**Y / N**
4	Did you feel your assessment covered all the aspects you wished to consider in relation to dyslexia and your studies?	**Y / N**
5	At the end, were you clear what to expect once you left the assessment?	**Y / N**
6	Did you feel your report reflected the discussion in your assessments?	**Y / N**

Now we would like you to consider the <u>recommended</u> **equipment** and **support.**

7	Did you **use** the supplier(s) who were quoted on your report?	**Y / Mostly / N** **If no – Which supplier did you use?** _____
8	Did you **order** all the equipment recommended in your assessment?	**Y / N**
9	How would you rate your satisfaction with the process of **ordering?** (<u>Select one using an</u> **X**)	**Very satisfied** ☐ **Adequate** ☐ **Could have been better** ☐ **Stressful** ☐
10	Did all of your equipment **work** when it arrived?	**Y / N**

Please continue

Please indicate what was recommended, what you actually bought, if you used it and finally **rank** items you use in order of helpfulness, within each question.

11	How much of the Equipment (mentioned in your report) have you used?

	Recommended (Yes - Mark with X)	**Bought / Used** (Mark with X)		**Helpful** (Rank in order 1 = most help)
Computer Desktop ☐ **or** Laptop ☐	☐	☐	☐	☐
Printer	☐	☐	☐	☐
Scanner - OCR	☐	☐	☐	☐
Modem (+ Internet Connection)	☐	☐	☐	☐
Minidisk or Dictaphone	☐	☐	☐	☐
Franklin Spellchecker	☐	☐	☐	☐
Organiser	☐	☐	☐	☐
Quicktionary	☐	☐	☐	☐
Other _____	☐	☐	☐	☐

12	How much of the Software (mentioned in your report) have you got and used?

	Recommended (Yes - Mark with X)	**Bought / Used** (Mark with X)		**Helpful** (Rank in order 1 = most help)
MS Office	☐	☐	☐	☐
Text-to-Speech package	☐	☐	☐	☐
Mindmapping	☐	☐	☐	☐
Speech recognition package	☐	☐	☐	☐
Reference CD / alternative formats	☐	☐	☐	☐
Other _____	☐	☐	☐	☐

13	How much of the 'study support' (mentioned in your report) have you used

	Recommended (Yes - Mark with X)	**Used** (Mark with X)	**Helpful** (Rank in order 1 = most help)
Dyslexia friendly marking(Blue card)	☐	☐	☐
Handouts in advance	☐	☐	☐
Handouts in a computer format	☐	☐	☐
Exam arrangements	☐	☐	☐
(Do you have exams on your course? **Y / N**)			
1-to-1 Study Support	☐	☐	☐
Group Study Skill Sessions	☐	☐	☐
Prioritised reading lists (in advance)	☐	☐	☐
Advanced Reading course	☐	☐	☐
Maths related support	☐	☐	☐

Finally consider your experience of technology support while at university

14	How much of the technical support (mentioned in your report) have you used?			
		Recommended (Yes – Mark with X)	**Used** (Mark with X)	**Helpful** (Rank in order 1 = most help)
	General			
	Supplier provided a set-up visit	☐	☐	☐
	Support with IT from CCPD London	☐	☐	☐
	Support with IT via Student Services	☐	☐	☐
	Specific packages			
	Support with 'Read&Write' or Kurzweil	☐	☐	☐
	Training with Dragon / Via Voice	☐	☐	☐
	Support with mind-mapping package	☐	☐	☐

15	If you are using text-to-speech software please indicate what you use it for most, to –	Proof-read your own work ☐ Reading scanned/saved text ☐
16	Was any course-related software recommended? (AutoCAD, PhotoShop, Programming packages etc) **If Yes:** a) Do you use this on your computer? b) If this software is not used, why?	**Y / N** **Y / N** _____
17	Have you ever created a file at home that is too big to put on a floppy disk to take to university? (AutoCAD, PowerPoint presentation etc)	**Y / N**
18	Were you able to get the training you needed to use the equipment / software?	**Y / N**
19	Did you upgrade or add anything to your order?	**Y / N**
20	Where too many things recommended, for you to learn to use in your studies, at one time?	**Y / N**
21	Can you now make good use of your equipment in your studies?	**Y / N**
22	Have you abandoned any tools or strategies recommended in your Needs Evaluation?	**Y / N** **If Yes** which ones:

PLEASE return this questionnaire with your completed **Support questionnaire**, the reply slip in the envelope provided to the Dyslexia Research Team, even if you haven't been able to answer every relevant question!

k.2 Support:

Now consider your experience of support while at university.

- Study Related

1	How much Study Skill Support have you had before university? (Select one using an **X**)	**None** ☐ **Some** ☐ **Plenty** ☐ **More than enough!** ☐
2	How many of the 'study supports' offered by the university, have you used?	

	Used (Yes - Mark with X)	**Helpful** (Rank in order 1 = most help)
Dyslexia friendly marking (Blue cards)	☐	☐
Requesting handouts in advance	☐	☐
Handouts in computer format	☐	☐
Exam arrangements	☐	☐
1-to-1 Study support	☐	☐
Group Study Skill Sessions	☐	☐
Prioritised reading lists (in advance)	☐	☐
Advanced Reading course	☐	☐
Maths related support	☐	☐
Library loan arrangements	☐	☐
Extra computer printing allowance	☐	☐

3	If you have used 1-to-1 support at university, when did you **start**? **No** – Go to Question 6.	**Year 1** ☐, **2** ☐, **3** ☐, **4** ☐, **other** ☐ **Term 1** ☐, **2** ☐, **3** ☐
4	If you had 1-to-1 support did it start soon enough, to help your grades? How do you feel about the point in time that you began 1-to-1 support? (Select one using an **X**)	**Y/ N** **If No** Needed to start a lot sooner ☐ Better starting a bit sooner ☐ Better starting a bit later ☐ Needed to start a lot later ☐
5	How do you feel about the number of hours you had for 1-to-1 support? (Select one using an **X**)	Much more was/is needed ☐ a bit more was/is needed ☐ a bit less was/is needed ☐ a lot less was/is needed ☐
6	Would you use 'drop-in' 1-to-1 sessions?	**Y / N**
7	Do you have exams on your course?	**Y / N**
8	If you have used university exam arrangements, when did you **start**?	**Year 1** ☐, **2** ☐, **3** ☐, **4** ☐, **other** ☐ **Term 1** ☐, **2** ☐, **3** ☐

Consider your experience of support while at university
- ***Technology Related***

9	What <u>Software</u> do you have and find helpful?	

	Have (Yes - Mark with X)	**Helpful** (Rank in order 1 = most help)	**Version / Name**
MS Office	☐	☐	_____
Text-to-Speech package	☐	☐	_____
Mindmapping software	☐	☐	_____
Speech recognition package	☐	☐	_____
Reference CD / alternative formats	☐	☐	_____
Course related software	☐	☐	_____
Other _____	☐	☐	

10	Would you find group IT sessions useful?	**Y / N**
11	Would you use 'dyslexia friendly' word processing skills classes?	**Y / N**
12	If you use a scanner please indicate what you use it for most, to load –	**Text** (to be read back) ☐ **Diagrams /** images to clarify notes / assignments ☐
13	If you are using text-to-speech software please indicate which you use it for most, to – If you use a TextHELP! product for text-to- as speech, do you use the homophone checker? Do you use other functions ? Please name:	Proof-read your own work ☐ Reading scanned/saved text ☐ **Y / N**
14	Are you aware there is a module for dyslexic students (M0506 – Learning Skills)? If **Yes,** have you taken it? (<u>Select one using an</u> **X**)	**Y/ N** If **No,** go to question <u>15</u>. **Y/ N** **If No** was that because: Of a timetable clash with other modules ☐ You already had the skills ☐ Already had too many modules on your program ☐ You plan to do the module ☐ None of the above ☐

Please continue

Consider the impact of your dyslexia on your course

15	How satisfied are you that your grades are / were not affected by your dyslexia? (Select one using an X)	**Very satisfied** ☐ **Fairly satisfied** ☐ **Unsatisfied** ☐ **Very unsatisfied** ☐
16	If you have attended group study skill sessions, have these improved your grades? If you have had 1-to-1 support has this helped your grades?	**Y / N** **Y / N**
17	To what extent did dyslexia cause problems with university administration, procedures and organisation, as opposed to study, eg Module selection, timetables etc? (Select one using an X)	**None** ☐ **Not a lot** ☐ **Some** ☐ **A lot** ☐
18	Did any problems with course administration affect your grades?	**Y / N**
19	What issues would you like to raise? (Please continue on the back of this sheet.)	

PLEASE return both questionnaire and the reply slip in the envelope provided to the Dyslexia Research Team, even if you haven't been able to answer every relevant question!

Chapter 4 Appendices

4.1 Personalised Support covering letter

Student Services (2002).

«FirstName» «LastName»
«Address1»
31 Aug. 02

Dear «FirstName»

On the «AssDate» you saw «Assessor» for your Needs Evaluation Assessment at the Wheatley campus. This was part of your «Cause» based Disabled Students Allowance application, in reference to your «Course» course, while attending «University».

We are conducting a quality assurance review of the strategies and equipment recommended in your Needs Evaluation Report; the aim is to find out how effective these are / were in practice. We would like to review your satisfaction with the process, which of the recommendations you followed up and finally what you would rate as most helpful to you, in your studies. The second set of questions relate to Support.

Whether you are still studying or have now finished, we would ask that you give your honest opinion in answering the questions and feel free to add comments on the back of the sheets. This will not affect the support and equipment you have been recommended. The report included recommendations to be covered by your funding authority «LEA» and provision from the university. The list below is to act as a prompt while completing the report related questions:

«Recommended»

Thank you for taking the time to complete this feedback form. It is important to identify the most effective means of support that can be offered to students and to recognise any gaps in support provision.
Dyslexia Research Team
On behalf of RI Student Services

Keep this section

Reply Slip ✂----------

Please **complete** (circle & sign) and **Return**

Can this information be used in an anonymous form in research projects, to look at the best ways to support dyslexic students at both RI University and nationally? **Y / N**

Can information referring to your Educational Psychologist's report, from your Needs Evaluation assessment, be used in research projects to look at the best ways to support students, in terms of dyslexic strengths and weaknesses? **Y / N**

If you feel **unable** to tackle a paper based questionnaire, would you answer these questions over the phone? **Y / N**

In that case please keep the paperwork and provide a telephone number and times below.

Telephone : _____ Days / Dates :_____

Comments: - please write on back of slip Times:_____

Signature_____ **Date**_____

4.2 Mailshot contents

Measure (**3.8**)	initial	Main May 2002	Support Sept 2002	Follow up	Personality	Chapters
Administrative – ethics and data protection:						
a) Introduction and Information Sheets						3, 4
a.1) Information sheet		yes		some		3
a.2) Freshers' information				some		
a.3) Mail-shot information		yes				
b) Permission / Consent						3, 4
b.1) Permission	yes			yes		3,
b.2) Consent		yes		yes		3, 5
b.3) Thank you follow-up				some		4
b.4)Big-5 Thanks				some	yes	4
b.5) Thanks alternative				some		4
Main questionnaires:						
Dyslexia:						
c) Dyslexia and Course Details / Introductory questionnaire		yes		yes		3, 5, 7, 8, 9
d) Dyslexia – BDA checklist		yes		yes		3, 6, 8, 9
Course of study:						
e) Introductory Course Questionnaire		yes		yes		3, 9
f) First term / continuing Module Questionnaire		yes		some		3, 4
Experience and self concept:						
g) WAY statements		yes		yes		3, 4, 7,8, 9
h.1) VARK Learning styles Questionnaire		yes		yes		3, 4, 5, 6, 7, 8, 9
i) Intelligence						
i.1) WAIS						2, 3, 4, 5, 6, 8, 9
i.3) Multiple Intelligences.		yes		yes		3, , 5, 6, 8, 9,
Personality:						
j) Big 5 Personality				some	yes	3, 4, 5, 6, 8, 9
Support: – Needs Assessment review						
k) Covering letter			yes			4
k.1) Equipment Questionnaires			yes	some		3, 7
k.2) Study Support			yes	some		3, 7, 8, 9
4.1 Personalised covering letter			yes			4
Reply envelope		yes	yes	yes	yes	

App. 4. 1 **Mailshots and measures**

4.3 Interview Prompts:

Student ID: _____

This is planned to be a semi-structured / focused interview. If near the end of the course reflect especially on support and study experiences. A **recorded** interview Academic, Personal – Education & Social

Experience of Primary school

prompts - copying☐, learning tables☐, handwriting☐, spelling☐, reading☐, learning to tell the time☐, any support or extra tuition☐.

Secondary school

- Screening at start of secondary school? ☐
- Any health / sensory problems (vision, hearing etc)☐
- Disruption to schooling?☐ _____
- Other learning - achievements (non-academic)☐_____

prompts – Support☐, Study Skills☐, exams extra time☐- time to finish?,☐ Answers reflecting your knowledge☐, interpreting question correctly?☐

Other

- Hobbies☐ _____ *prompts* – sports☐ – individual☐, group☐, team☐, gross ☐/ fine ☐motor skills involved, senses – sound ☐, movement ☐, visual☐
- Identification of dyslexia ☐ aged_____ or date ___/___/_____

prompts when identified, response – relief ☐ v. frustration ☐

University

- Reason for entering HE ☐, expectation, interest, fun, indecision
- Choice and expectation of course ☐
- Perception of self as learner ☐ - good/bad academic surface/deep, pass/interest ability, position in class
- Self concept / confidence ☐ - University student, fraud,
- Modules and materials ☐ - what was wanted, what happened, learning, interest
- Assessment & Exams ☐ - formats, success, discrepancy, factors effecting choice
- Experience of support with study ☐ - 1:1, group, module DSA IT, fellow students
- What effect did support have on results ☐ - print of PIP, grades, understanding

Looking into past experience:

of dyslexia

- Learning environment – distractions ☐, sound ☐, space☐
- Family reactions to – traits☐ and assessment☐
- Employment – skills☐, problems☐, disclosure☐

Give an example of a

- Good experience ☐_____

  (feeling, how do you recall it, proud of)
- Bad experience ☐_____

Those who have left or have experience of employment

- What issues have you had with dyslexia an employment?

Prompts - mention on applications☐, Interviews☐, referees – know☐? Disclosing at work☐.

Ask for Thoughts and Comments ☐

- What would have improved - Study / Life (as a dyslexic) at University
- Future

Research recap

Review rest of procedure ☐,

Confidentiality ☐,

further contact ☐ and

withdrawing ☐.

Thanks for giving your Time ☐

4.4 SPSS data fields

4.4.1 Historic Data – SPSS:

Core SPSS

Data	Variables	Level of Measure	max field size	Values
				none **0** *Yes* **1** *No* **2**
Same as the Excel log sheet to this point				
Research group	**hrshgrpfin**	numeric	8	1- 8
support code	**hsupcde**		4	1 = yes 2 = no 3 = prob 4 = poss / suggested
Academic Yr1	**hfirstyr**	date	9	date - dd-mmm-yy
Academic Yr2	**hsndyr**	date	9	date - dd-mmm-yy
Academic Yr3	**hthirdyr**	date	9	date - dd-mmm-yy
Academic Yr4	**hfouryr**	date	9	date - dd-mmm-yy
Acd. Yr more	**hfifthyr**	date	11	date - dd-mmm-yy
Acd. Yr more2	**hsixyr**	date	11	date - dd-mmm-yy
Entry year – in number format	***hentyrno***	numeric	8	99999
Year of entry – simplified	***hsmplentyr***	date		01-Sep-yy
Expected leaving year number fmt	***hexplyrno***	numeric	8	99999
Actual leaving - year number fmt	***hactlyrno***	numeric	8	99999
Year and Term support began	**hyrrtmno**	numeric	8	99999
Academic year support began	***hsupyrno***	numeric	8	99999
Academic Yr 1 - number format	***hfirstyrno***	numeric	8	99999
Acd.yr 2 number fmt	***hsndyrno***	numeric	8	99999
Acd.yr 3 number fmt	***hthirdyrno***	numeric	8	99999
Acd.yr 4 number fmt	***hfouryrno***	numeric	8	99999
Acd.yr 5 number fmt	***hfifthyrno***	numeric	8	99999
Acd.yr 6 number fmt	***hsixyrno***	numeric	8	99999
Support contact 1 – coded from historic data text	**hcontv1**	numeric	2	values 1 - 99
Support contact 2 – coded from historic data text	**hcontv2**	numeric	2	values 1 - 99
Support contact 3 – coded from historic data text	**hcontv3**	numeric	2	values 1 - 99
Support contact 4 – coded from historic data text	**hcontv4**	numeric	2	values 1 - 99
Support contact extra 1 – coded from historic data text	**hcontvx**	numeric	2	values 1 - 99
Support contact extra 2 – coded from historic data text	**hcontvx2**	numeric	2	values 1 - 99
Support contact extra 3 – coded from historic data text	**hcontvx3**	numeric	2	values 1 - 99

Note: The variable name in italics, historic data presented in an alternative format.

App. 4. 2 **Core data - SPSS variables coding details**

Contact topics - SPSS

Contact topics flags were added to historic core, based on the text in the basic four visit fields (hcontv1 - hcontv4 see *App. 3.2*), before they were fully coded (hcontv1 - hcontvx3 see *App. 4.2*).

Data	Variables	Level of Measure		Values
	Bold variable also used in SPSS		max field size	*none* ***0*** *Yes* ***1*** *No* ***2***
report read	**reportread**	categorical	2	1 = yes
Support- registering	**reg**	categorical	2	1 = yes
Support- screening	**screen**	categorical	2	1 = yes
Support- 1st rep	**rep1st**	categorical	2	1 = yes
Support- update report	**updrep**	categorical	2	1 = yes
Support - financial aid	**finaid**	categorical	2	1 = yes
Support- LEA	**LEA**	categorical	2	1 = yes
Support- DSA	**DSA**	categorical	2	1 = yes
Using support	**Support**	categorical	2	1 = yes
Support- Exam arrangements	**Exams**	categorical	2	1 = yes
Support- appeals complaint	**appealcomplaint**	categorical	2	1 = yes
Support- Needs Ass appt	**NeedsAssappt**	categorical	2	1 = yes
Support- ref equipment	**Equip**	categorical	2	1 = yes
Support- health other disabilities	**healthotherdis**	categorical	2	1 = yes

App. 4. 3 **Contact - SPSS variables coding details**

Code	
11-19	**Contact with Student Services**
11	Contact - pre-course
12	Contact - parent
13	Contacts Ed Psych
14	Contacts Needs Ass
15	Report criteria
16	Information on dyslexia
17	What's next in arranging support?
20-29	**Exams**
20	Exam arrangements
21	Exam temp arrangements
22	Exam issues
23	Exam retakes
24	Exam reader
25	Exam -scribe
26	Exam - PC
27	Exams – special arrangements or alternative format papers
28	Exam - class test
29	exams practical
30-39	**Support**
30	Support
31	Support - external **contacts**
32	Support - group
33	Support - Advanced reading
34	Support Module 0506
35	Support - internal
36	Support drop-in
37	Support Maths
38	Support - IT / type
39	Support - distance / hols
40-49	Administration
40	Paperwork - applications etc
41	Paperwork LEA
42	Paperwork DSA
43	Paperwork registration
44	Admin
45	Appeal
46	Complaint
47	Registration reminder / Follow-up reg.
48	registration
49	PIP flags
50-59	Dyslexia recognition
50	Discussion pre-screening
51	screening
52	screening - tutor recommended
53	screening add. test
54	Dyslexia Report - brought
55	Dyslexia / report discuss
56	Dys Report review / reject
57	Dys report international / translate
58	Dys report problems
60-69	Equipment
60	Equipment
61	Equip quotes
62	Equipment hire
63	Equip upgrade / faults
64	Equip laptop justification
70-79	Finance
70	Financial Aid
71	Fin Aid / update rep
72	Fin/Aid 1st Assessment
73	Not DSA
74	Missed appointments
75	funding
80-89	
80	ADHA/ADD
81	Assessed not dyslexic
82	other disability issues
83	Stress / illness
84	Temporary withdrawal
85	Return to course / 2nd course
86	Course issues
87	discuss with field
88	dissertation
89	Extending deadlines
90-99	Other issues
90	Coloured filters for reading
91	Blue cards
92	Failure issues
93	Advanced reading
94	Counselling recommended
95	Note taker
96	Placement
97	Marking guidelines
98	Reference / job application

App. 4. 4 **Reason codes for contact with Student Services**

4.4.2 Participant Data – SPSS:Cognitive SPSS

Data	Variables	Level of Measure		Values
Contact topics added to historic core	Bold variable also used in SPSS		max field size	*none* ***0*** *Yes* ***1*** *No* ***2***
Verbal index IQ	**hiqvci**	numeric	8 inc. 2 dec	Value between 0 -1
Perceptual Organisation IQ	**hiqpoi**	numeric	8 inc. 2 dec	Value between 0 -1
Working memory IQ	**hiqwmi**	numeric	8 inc. 2 dec	Value between 0 -1
Processing Speed IQ	**hiqpsi**	numeric	8 inc. 2 dec	Value between 0 -1
Verbal IQ	**hiqv**	numeric	8 inc. 2 dec	Value between 0 -1
Performance IQ	**hiqp**	numeric	8 inc. 2 dec	Value between 0 -1
Full IQ	**hiqf**	numeric	8 inc. 2 dec	Value between 0 -1
VCI – standard score	**VCIss**	numeric	4	Value 50 - 150
POI – standard score	**POIss**	numeric	4	Value 50 - 150
WMI – standard score	**WMIss**	numeric	4	Value 50 - 150
PSI – standard score	**PSIss**	numeric	4	Value 50 - 150
verbal test	**hverbal**	categorical	8	1= test used
perceptual test	**hpercorg**	categorical	8	1= test used
Memory	**hmemry**	categorical	8	1= test used
Processing	**hproces**	categorical	8	1= test used
WRAT spelling	**hwratsp**	interval	8 inc. 3 dec	Value between 0.000 - 1
WRAT reading	**hwratrd**	interval	8 inc. 3 dec	Value between 0.000 - 1
WRAT maths	**hwratmt**	interval	8 inc. 3 dec	Value between 0.000 - 1
Other literacy test	**hothlit**	text	20	
Reading - speed, accuracy, comprehension	**hread**	text	23 (25)	
Write - speed, legibility, Spelling	**hwrite**	text	22 (25)	Free writing below 16 wpm = slow
worst score tests	**hworst**	text	35	
weakest / other tests	**hweak**	text	55	any other tests in dyslexia assessment
reference to processing speed	**pspeed**	string	22	1= yes 2 = no
silent reading speed	**sreadspd**	numeric	8	range 0 - 300
ref. to memory / recall	**memrecall**	numeric	8	1= yes (inc. BAS IVR = Immediate Visual recall)
ref. to spelling	**spell**	numeric	8	1= yes
Reading speed	**read**	numeric	8	(1-23) wpm
ref. writing speed	**slowrite**	numeric	8	1= yes
Free writing speed	**writewpm**	numeric	8	(7-16) wpm
ref. maths issues	**maths**	numeric	8	1= yes

App. 4. 5 **Cognitive data - SPSS variables coding details**

4.5 NVivo data structures

Top level	Group	Group (2)	Node	Description	created
	Dyslexia		Dyslexia	manifestation / impact - discrepancy in performance recognised by others, attitudes towards dyslexia, level of compensation	27/1/05
	Dyslexia		Strategies for dyslexia	Visual, auditory, tactile, practical, logic - things make sense, Colour, diagrams, lists, tables, mnemonics, rhyme, rote, recap, background music, motivation.	12/3/05
	Organisation		Filing	strategies, colours, classification, chronological. Failing to file.	12/3/05
	Organisation		Organisation	of personal time, work, self, others - how its seen, identifying tasks, allocating time, time awareness, classifying, prioritising	28/1/05
	Organisation		Planning	actions, work - written etc. Schema for task and recognition of the steps needed, sequence and duration.	13/3/05
	Organisation		Time Management	appointments, deadlines	13/3/05
	Processing	*Experience*	Exams	problems, solutions, response to: Exams, class tests and assessments- including course modules chosen by assessment format i.e. 100% coursework.	27/1/05
	Processing	*Senses*	Hearing ~ listening	auditory comprehension, concentration / attention, memory or recall of what was heard.	24/3/05
	Processing	*Senses*	Kinaesthetic	[node - breakdown from Senses] importance of hands-on doing in learning and approach to life.	23/3/05
	Processing	*Strategies*	IT and support	use of and experience of support including gadgets	18/2/05
	Processing	*Strategies*	Study issues	problems not the strategies	24/3/05
Cognitive skills	Processing		Comprehension	of things being taught or situations. Implicit information processed or needed explicitly. 'Big picture' holistic needs for framing understanding? Word or phrases for understanding - 'clicks', 'light goes on', 'drop into place'?	16/2/05
	Processing		Languages	Learning (other) languages	14/3/05
	Processing		Learning	cycle of - record, remember, recall. Problems and successes with any of the steps. Learning via logical explicit explanation (inch worm) or grasping conceptual chunks (grasshopper). Need for framework or 'big picture' before details can be retained?	27/1/05

Top level	Group	Group (2)	Node	Description	created
Cognitive skills (Contd)	Processing		Memory	types of memory - visual, auditory, episodic, doing. Things that make it hard or easy to put items into long term memory. Good / bad things at school and response to forget, block, ignore or overlook in either case.	28/1/05
	Processing		Naming	remembering names - people and things, recalling the labels, sort of memory issue	16/3/05
	Processing		Processing	ideas and information - to achieve comprehension	25/3/05
	Processing		Reasoning	problem solving, approaches or mode of thinking - visual, hands on, talk it through.	19/2/05
	Processing		Research	library, internet - where to start, source reliability or credibility, organising and selecting from sources.	24/3/05
	Processing		Revision	methods, success, issues	19/2/05
	Senses		Co-ordination	sports, writing, laboratory work	16/2/05
	Senses		Environment	what helps / hinders working well - light, sound, temperature, space, organisation	29/1/05
	Senses		Music	especially role in concentration, preventing distraction or maintaining motivation or working tempo.	14/3/05
	Senses		Presentation	of notes, own work, text books, including fonts, font size, page layouts formats	24/3/05
	Senses		Senses	auditory, visual, Kinaesthetic synaesthesia (colour associated with sound). Word for understanding - clicks, light goes on, drop into place.	16/2/05
	Senses		Space	body awareness, study space, for recall or organisation, tidy or undisturbed	24/3/05
	Senses		Time	awareness of, management of, needed to process	28/1/05
	Senses		Visual	from Senses node. Images & seeing.	23/3/05
	Strategies		Strategies for learning	visual, auditory, tactile and practical. Colour, diagrams, lists tables, mnemonics, rhymes, rote, recap, background music	28/1/05
	Study skills	*Processing*	Copying	text - memory issues, reproduction of images	28/1/05
	Study skills	*Processing*	Maths	learning tables, reading questions, using formula, understanding concepts	16/2/05
	Study skills		Handwriting	speed, legibility, reversal, stress - tension, duration	28/1/05
	Study skills		Note-taking	method used (style) - listen & write, recording, mind-map, is it disrupted by spelling, problems with completeness, presentation and willingness to review, recall?	29/1/05

Top level	Group	Group (2)	Node	Description	created
Cognitive skills (Contd)	Study skills		Reading	Interest, speed, accuracy, comprehension, repetition, colour and contrast, spacing, font and form. impact of vocabulary, recognise v. vocalise when reading. Research & Libraries	28/1/05
	Study skills		Spelling	visual / phonological, inconsistent, sequencing of letters, tests, time needed, single word v. extended writing. Restricting vocabulary used	28/1/05
	Study skills		Spoken	conveying ideas, speaking in groups, on phone	12/3/05
	Study skills		Writing	Interpreting task, selecting content, structuring presentation, capturing ideas, grammar, punctuation, (Spelling and Handwriting elsewhere). Structuring paragraphs, academic style.	28/1/05
	University	*Processing*	University learning	strategies and material for learning at university, GS: reaction to fellow students in groups	17/2/05
Experience	Dyslexia	*Experience*	Other peoples reactions	to dyslexia, recognition of dyslexia or dyslexic traits	14/3/05
	Dyslexia		Dyslexia in Family	any reference to other family members with dyslexia	3/4/05
	Dyslexia		Good days ~ Bad days	dyslexia impact experienced in quality of outcomes on a day	14/3/05
	Dyslexia		Identification	When dyslexia was recognised, what prompted it, how student responded, how others reacted, the experience	28/1/05
	Education	*Strategies*	Support at school		27/1/05
	Education		Post compulsory Ed	academic route: A Levels, GNVQs, College, BTecs, Access courses. Experiences and support.	16/2/05
	Education		Primary school Experience		27/1/05
	Education		Secondary school Experience		27/1/05
	Education		Teachers	Characteristics, memories, impressions	28/1/05
	Experience	*Self*	Frustration	yes/no, with what or who	14/3/05
	Experience		Achievements	not necessarily related to study or school. Sources of confidence.	27/1/05
	Experience		Bad experience	recall	18/2/05
	Experience		Good experience	recalled	18/2/05
	Experience		Outcomes	of any goal, assignments and actions etc	12/3/05
	Self		Failure	skills, assessments, results etc	17/2/05

Top level	Group	Group (2)	Node	Description	created
Experience (Contd)	Senses		Health	other issues that might impact of study and life	19/2/05
	Strategies		Support network	Out of school - family, friends	28/1/05
	University	*Experience*	University experience	anything not specifically support, teaching or learning related - social, pastoral, expectations	27/1/05
	University		University support	process, tools, impact, availability - role models	28/1/05
	University		University teaching	way teaching occurs in university (lectures), response to tutors methods, availability of notes & handouts, extra time for tutors etc	19/2/05
	Work		Work related		16/2/05
Self / Personality	Processing	*Self*	Concentration ~ Effort	working harder, persisting, distraction	28/1/05
	Processing	*Self*	Decisions	related to dyslexia experience - strategies of avoidance, compensation or challenge. Prove a point.	27/1/05
	Self		Confidence boost	sources of developing	12/3/05
	Self		Confidence knock	reducing	12/3/05
	Self		Non-academic activities	sports and hobbies, social format: individual, group, team. Interaction with others and dependence on others. Need to conform or follow rules. Type of activities requiring - creativity, stamina, initiative.	27/1/05
	Self		Perceptions	of dyslexia gifts / limits arising from dyslexia. Sense of self and abilities - external or internal causes, and sense of control	27/1/05
	Self		Self	concept, awareness, esteem	27/1/05
	Self		Sports	individual, team, group, rules co-ordination, achievements	19/2/05
	Self		Stress pressure		19/2/05

App. 4. 6 **Interview node structure**

	Node	Description	Study tasks	Study environment	Confidence esteem & motivation	Dyslexia Issues
1	Achievements	not necessarily related to study or school. Sources of confidence.			Yes	
2	Bad experience	recall			Yes	
3	Comprehension	of things being taught or situations. Implicit information processed or needed explicitly. 'Big picture' holistic needs for framing understanding? Word or phrases for understanding - 'clicks', 'light goes on', 'drop into place'?				
4	Concentration ~ Effort	working harder, persisting, distraction			Yes	Yes
5	Confidence boost	sources of developing			Yes	
6	Confidence knock	reducing			Yes	
7	Co-ordination	sports, writing, laboratory work				
8	Copying	text - memory issues, reproduction of images	Yes			
9	Decisions	related to dyslexia experience - strategies of avoidance, compensation or challenge. Prove a point.			Yes	
10	Dyslexia	manifestation / impact - discrepancy in performance recognised by others, attitudes towards dyslexia, level of compensation				Yes
11	Dyslexia in Family	any reference to other family members with dyslexia			Yes	Yes
12	Environment	what helps / hinders working well - light, sound, temperature, space, organisation		Yes		
13	Exams	problems, solutions, response to: Exams, class tests and assessments- including course modules chosen by assessment format i.e. 100% coursework.	Yes		Yes	
14	Failure	skills, assessments, results etc			Yes	Yes
15	Filing	strategies, colours, classification, chronological. Failing to file.	Yes			
16	Frustration	yes/no, with what or who			Yes	Yes
17	Good days ~ Bad days	dyslexia impact experienced in quality of outcomes on a day			Yes	Yes
18	Good experience	recalled			Yes	
19	Handwriting	speed, legibility, reversal, stress - tension, duration	Yes			

	Node	Description	Study tasks	Study environment	Confidence esteem & motivation	Dyslexia Issues
20	Health	other issues that might impact of study and life				
21	Hearing ~ listening	auditory comprehension, concentration / attention, memory or recall of what was heard.		Yes		
22	Identification	When dyslexia was recognised, what prompted it, how student responded, how others reacted, the experience			Yes	Yes
23	IT and support	use of and experience of support including gadgets				
24	Kinaesthetic	[node - breakdown from Senses] importance of hands-on doing in learning and approach to life.				
25	Languages	Learning (other) languages	Yes			
26	Learning	cycle of - record, remember, recall. Problems and successes with any of the steps. Learning via logical explicit explanation (inch worm) or grasping conceptual chunks (grasshopper). Need for framework or 'big picture' before details can be retained?				
27	Maths	learning tables, reading questions, using formula, understanding concepts	Yes			
28	Memory	types of memory - visual, auditory, episodic, doing. Things that make it hard or easy to put items into long term memory. Good / bad things at school and response to forget, block, ignore or overlook in either case.	Yes			Yes
29	Music	especially role in concentration, preventing distraction or maintaining motivation or working tempo.				
30	Naming	remembering names - people and things, recalling the labels, sort of memory issue	Yes			Yes
31	Non-academic activities	sports and hobbies, social format: individual, group, team. Interaction with others and dependence on others. Need to conform or follow rules. Type of activities requiring - creativity, stamina, initiative.			Yes	
32	Note-taking	method used (style) - listen & write, recording, mind-map, is it disrupted by spelling, problems with completeness, presentation and willingness to review, recall?	Yes			

	Node	Description	Study tasks	Study environment	Confidence esteem & motivation	Dyslexia Issues
33	Organisation	of personal time, work, self, others - how its seen, identifying tasks, allocating time, time awareness, classifying, prioritising	Yes	Yes		
34	Other peoples reactions	to dyslexia, recognition of dyslexia or dyslexic traits			Yes	
35	Outcomes	of any goal, assignments and actions etc				
36	Perceptions	of dyslexia gifts / limits arising from dyslexia. Sense of self and abilities - external or internal causes, and sense of control			Yes	
37	Planning	actions, work - written etc. Schema for task and recognition of the steps needed, sequence and duration.		Yes		
38	Post compulsory Ed	academic route: A Levels, GNVQs, College, BTecs, Access courses. Experiences and support.				
39	Presentation	of notes, own work, text books, including fonts, font size, page layouts formats		Yes		
40	Primary school Experience					
41	Processing	ideas and information - to achieve comprehension		Yes		Yes
42	Reading	Interest, speed, accuracy, comprehension, repetition, colour and contrast, spacing, font and form. impact of vocabulary, recognise v. vocalise when reading. Research & Libraries	Yes	Yes		
43	Reasoning	problem solving, approaches or mode of thinking - visual, hands on, talk it through.	Yes			
44	Research	library, internet - where to start, source reliability or credibility, organising and selecting from sources.	Yes			
45	Revision	methods, success, issues	Yes			
46	Secondary school Experience					
47	Self	concept, awareness, esteem, perception			Yes	
48	Senses	auditory, visual, Kinaesthetic synaesthesia (colour associated with sound). Word for understanding - clicks, light goes on, drop into place.		Yes		

	Node	Description	Study tasks	Study environment	Confidence esteem & motivation	Dyslexia Issues
49	Space	body awareness, study space, for recall or organisation, tidy or undisturbed		Yes		
50	Spelling	visual / phonological, inconsistent, sequencing of letters, tests, time needed, single word v. extended writing. Restricting vocabulary used	Yes			
51	Spoken	conveying ideas, speaking in groups, on phone	Yes			
52	Sports	individual, team, group, rules co-ordination, achievements				
53	Strategies for dyslexia	Visual, auditory, tactile, practical, logic - things make sense, Colour, diagrams, lists, tables, mnemonics, rhyme, rote, recap, background music, motivation.		Yes		Yes
54	Strategies for learning	visual, auditory, tactile and practical. Colour, diagrams, lists tables, mnemonics, rhymes, rote, recap, background music		Yes		
55	Stress Pressure				Yes	
56	Study issues	problems not the strategies		Yes		Yes
57	Support at school					
58	Support network	Out of school - family, friends				
59	Teachers	Characteristics, memories, impressions				
60	Time	awareness of, management of, needed to process				Yes
61	Time Management	appointments, deadlines		Yes		Yes
62	University experience	anything not specifically support, teaching or learning related - social, pastoral, expectations		Yes	Yes	
63	University learning	strategies and material for learning at university, GS: reaction to fellow students in groups	Yes			
64	University support	process, tools, impact, availability - role models				
65	University teaching	way teaching occurs in uni (lectures), GS: response to tutors methods, availability of notes handouts, extra time for tutors etc				
66	Visual	breakdown from senses. from Senses node. Images & seeing.		Yes		

	Node	Description	Study tasks	Study environment	Confidence Esteem & motivation	Dyslexia Issues
67	Work related					
68	Writing	Interpreting task, selecting content, structuring presentation, capturing ideas, grammar, punctuation, (Spelling and Handwriting elsewhere). Structuring paragraphs, academic style.	Yes			

App. 4. 7 **Interview node sets**

	Node names WAY statements	Factual responses Table 8.3	Subjective responses	Study overview App. 7.12	Study Issues App. 7.18	Studying	Experience of University Table 7.1
1	Abilities		Yes				
2	Accommodation	Yes				Yes	Yes
3	Age	Yes					
4	Anger		Yes				Yes
5	Concerns		Yes				Yes
6	Confidence		Yes				Yes
7	Course			Yes		Yes	
8	Dyslexic	Yes		Yes		Yes	
9	Effort		Yes		Yes	Yes	
10	Emotions		Yes				
11	Experimenting		Yes				Yes
12	Fact	Yes					
13	Finance	Yes					Yes
14	Happy		Yes				Yes
15	Hobbies	Yes					
16	Isolation		Yes				Yes
17	Job	Yes					
18	Listener		Yes				
19	Motivation		Yes				
20	Outlook and Future		Yes				
21	Perception		Yes				
22	Personality		Yes				
23	Physical - trait / quality	Yes					
24	Qualities		Yes				
25	Role	Yes					
26	Self		Yes				
27	Social ~ friend		Yes				
28	Spelling				Yes	Yes	
29	Stress & Anxious		Yes		Yes		Yes
30	Struggle		Yes		Yes	Yes	Yes
31	Student	Yes				Yes	
32	Study			Yes		Yes	
33	Support & Strategies			Yes		Yes	
34	Time & Organisation			Yes		Yes	
35	Tired		Yes			Yes	Yes
36	Travel & Holidays	Yes					

App. 4. 8 **WAY node sets**

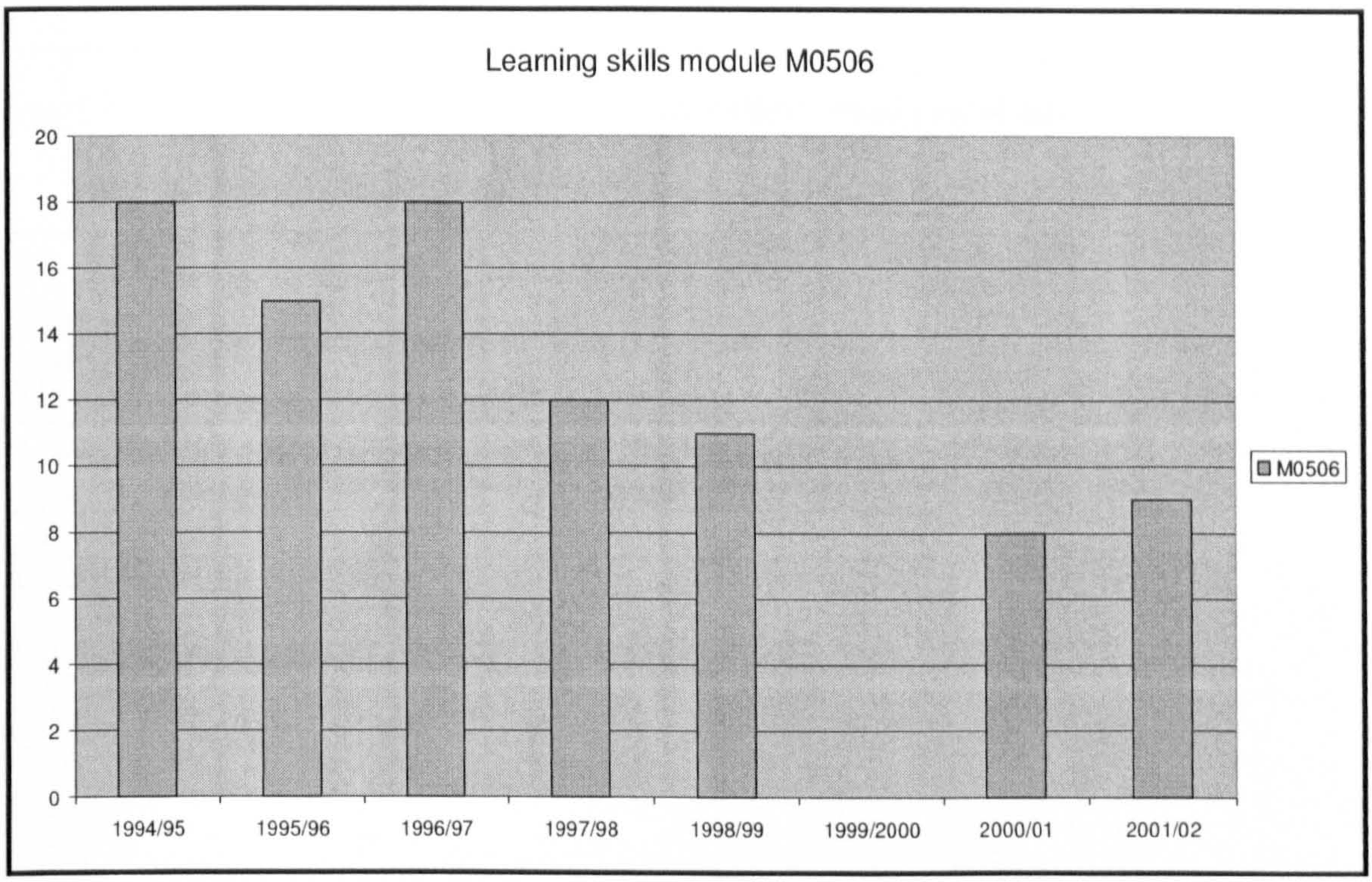
5.9 Dyslexia not known in year of study

	Sep-90	Sep-91	Sep-92	Sep-93	Sep-94	Sep-95	Sep-96
% unknown dyslexics	50.00	36.56	33.11	31.22	23.24	18.25	17.60

	Sep-97	Sep-98	Sep-99	Sep-00	Sep-01
% unknown dyslexics	12.25	15.23	20.34	24.19	22.64

App. 5. 32 **Unknown dyslexic as percentage, 1990-2001**

5.10 Learning Skills module



App. 5. 33 **Learning skills module numbers 1994/95-2001/02**

5.11 Representative Sample

Gender		Frequency	Percent
Valid	female	83	48.0
	male	90	52.0
	Total	173	100.0
Age at start			
Valid	under 21	111	64.2
	21-24 yrs	29	16.8
	25 yrs	1	0.6
	26-29 yrs	13	7.5
	30+	17	9.8
under 25		2	1.2
Total		173	100.0

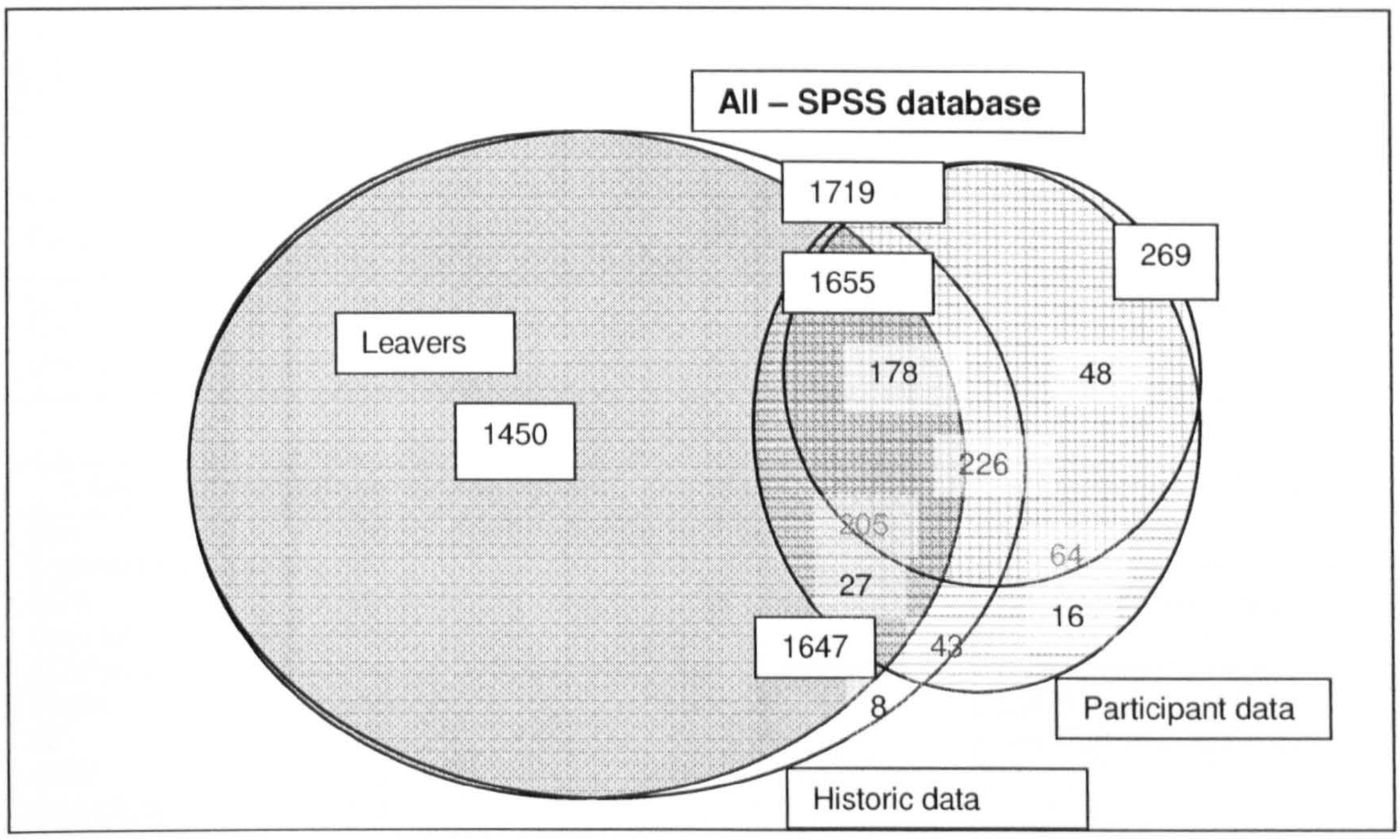
App. 5. 34 **Representative Sample Dyslexic students 2000/01 – final year of data**

Dyslexia status	Leavers' sample 2000 – 2001 N = 173	Leavers 2000/01 with research group data – N = 133
Declared pre course - A	5%	7%
Declared start of course - B	38%	49%
Unknown start of course - C	13%	16%
Delayed declaring - D	21%	28%
	72%	100%

rounded

App. 5. 35 **Research groups - Dyslexic status 2000-01**

5.12 Actual Sample



All data in the SPSS data bases = 1719 = 1655 + 64
1655 = historic data of students who left
64 = participants, not left (no historic data)

Historic = 1655 = 1647 + 8
1647 = historic with details
8 = historic with minimal information

Leavers = 1450 = 1655-205 = 1719-269
1450 were not participants and only have historic data, some of with limited detail (excludes 8 minimal data)
Participants = 269 = 226 + 43 = 178 + 48 = 205 + 64
226 - active participants
43 - passive participants – permission only
205 - participants with historic data
64 - participants not left, so no historic data
178 - participants who answered Questionnaires and left, giving historic data
48 - participants who answered Questionnaires but have not left so no historic data
27 - passive participants left
16 - passive participants not left

App. 5. 36 **Breakdown of database samples**

Chapter 6 Appendices

6.1 Sample

Total participants	**269**	Past and present students
Of which	30	Piloted research tools
Meaningful PIP data for	**196**	
	Entry to research via	
Main questionnaires	**Both sets**	**Support questionnaire**
Main **121** **Dyslexia background** 160 **BDA** 135 **Course** 141 (Modules 116) **VARK** 141 **MI** 141 WAY 128 Comments 163	All main measures plus Equipment and Support **39** Main (**bold**) plus Equipment and Support **46**	**135** - Equipment: 128 DSA assessment info. 122 Recommendations 155 - Study Support: **153** Support details 134 DSA assessment info.
	Big 5 personality questionnaire **96**	
	Both sets (**Main**) & Big-5 **43**	
	Interviews completed **47**	
	All sets (**Main**) + Interview **16**	

App. 6. 1 **– Numbers of participants involved with stages of research study**

Questionnaire	Cases	Questions / totals
Dyslexia background	**160**	Age entered study Knew dyslexic before university? Pre-university support? Notified university of dyslexia before course?
BDA	**135**	Questions 1 - 20
Course	**141**	Exams on course Placement on course reasons for study module choice assessment format lecturer content outcome
Modules	**116**	Last terms modules This terms modules
VARK	**141**	Visual Learner Auditory Learner Read to Learn Kinaesthetic Learner Degree of preference VARK summary Preferred mode
MI	**141**	Naturalist Musical Logical Existential Interpersonal Kinaesthetic Verbal Intrapersonal Visual
NEO-FFI - Big 5 - personality factors	**96**	T-score Neuroticism T-score Extraversion T-score Openness T-score Agreeableness T-score Conscientiousness
WAY	**126**	15 statements of "I am ..."
Equipment	**135**	135 returned questionnaire – 5 not had report 130 had received their report 128 provided assessment data 122 had received equipment Needs assessment Equipment / Software recommendation Feedback
Study Support	**155**	support before university support used at university group and 1-to-1 support timeliness of support impact of support
PIP Page	**202**	196 had sufficient detail to be generally used
Interviews	**47**	

App. 6. 2 **Scope of measure and sample size**

App. 6. 3 Sample size for pairs of measures

	historic	Leavers	Dyslexia backgrd	BDA	Course	Modules	VARK	MI	Big-5	WAY	cmt	Equipment	assessment	Study S'port	S'port DSA	PIP Page	Interviews
Historic		1450	128	101	114	93	107	107	66	99	125	103	105	121	109	172	39
Leavers			114	90	103	82	95	94	58	90	110	91	93	105	97	159	34
Dyslexia backgrou nd				133	138	112	135	134	91	122	138	73	76	92	81	120	41
BDA					122	105	133	132	87	115	126	54	59	71	62	115	38
Course						112	125	124	82	111	126	66	68	81	73	111	34
Modules							109	140	92	120	128	59	61	76	67	120	37
VARK								138	91	118	126	59	61	76	67	118	36
MI									91	120	128	59	61	75	67	119	37
Big 5										77	88	57	58	71	64	79	30
WAY											116	55	58	70	63	101	33
comment												77	79	95	84	112	39
Equipment													115	117	114	56	23
DSA - assessment														121	115	60	25
Study Support															132	71	25
support - DSA																63	22
PIP																	35
Interviews																	
Total	1647	1450	160	135	141	116	141	141	95	126	163	122	128	153	134	196	47

App. 6. 3 **Sample size for pairs of measures**

6.2 Measures

6.2.1 WAIS (3.4 i)

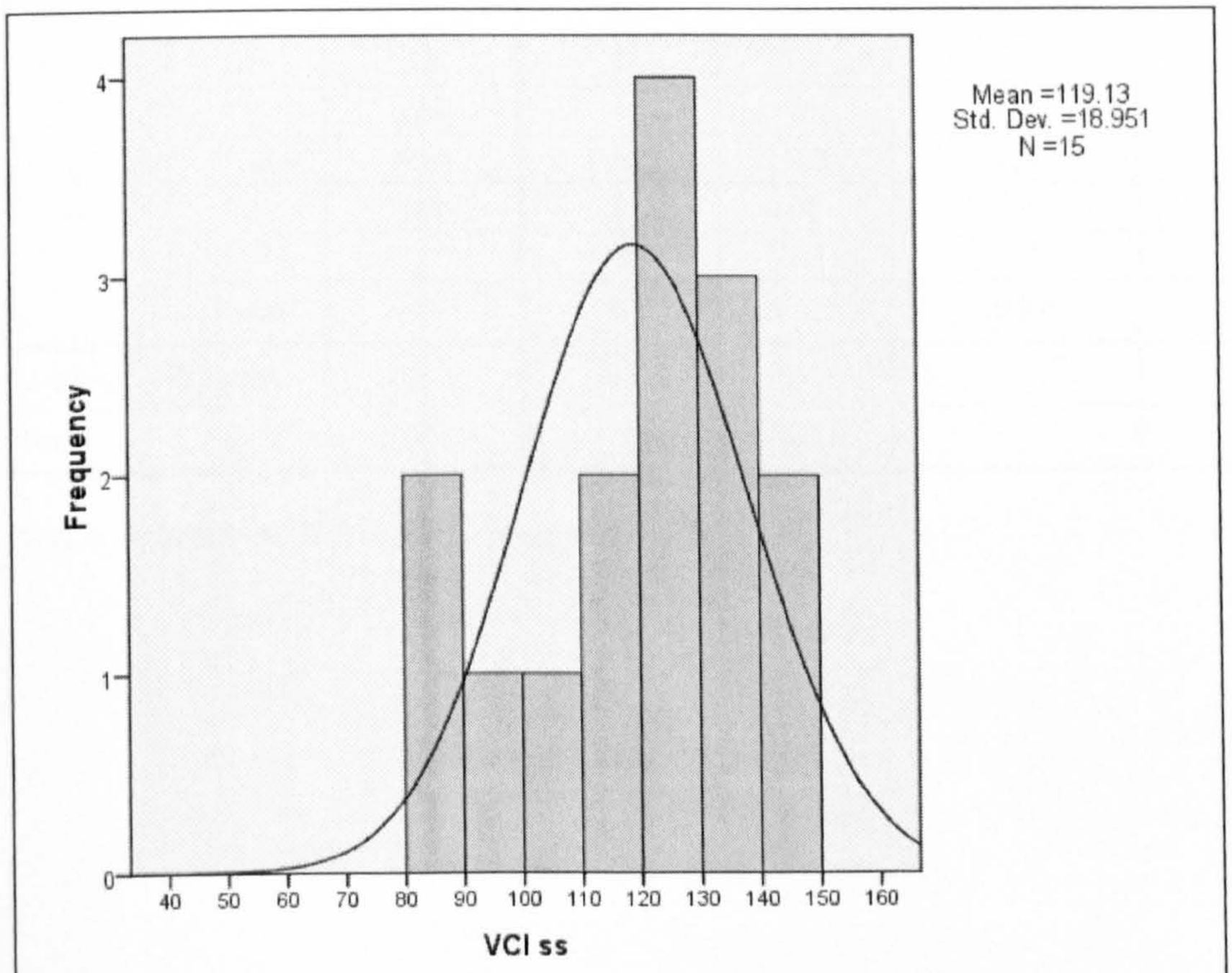
WAIS – Unmatched standard score – Frequencies

Expanded version of *Table 6.2.*

Statistics N = 108	Verbal Comprehension score	Working Memory score	Perceptual Organisation score	Processing Speed score
Valid	15	81	13	66
Missing	93	27	95	42
Mean	119.13	87.31	106.46	88.41
Median	122.00	88.00	114.00	88.00
Mode	133 (a)	88	75 (a)	91
Std. Deviation	18.95	10.57	24.89	11.57
Skewness	-.28	.80	-.02	.65
Kurtosis	-.87	3.83	-1.84	1.99
Minimum	89	57	75	62
Maximum	147	128	142	124

a Multiple modes exist. The smallest value is shown

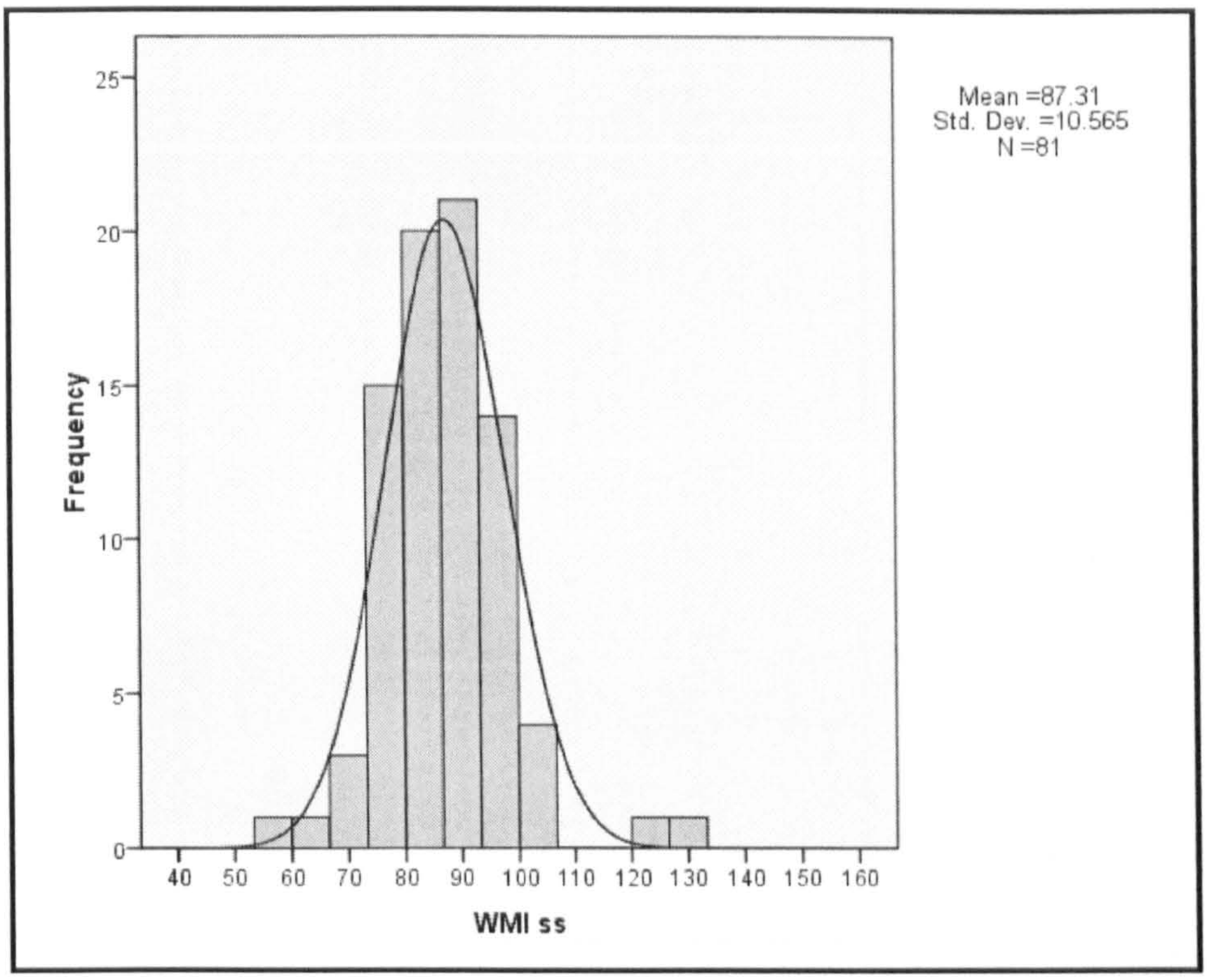
App. 6. 4 **WAIS III indices from reports in which any indices were present [unmatched]**



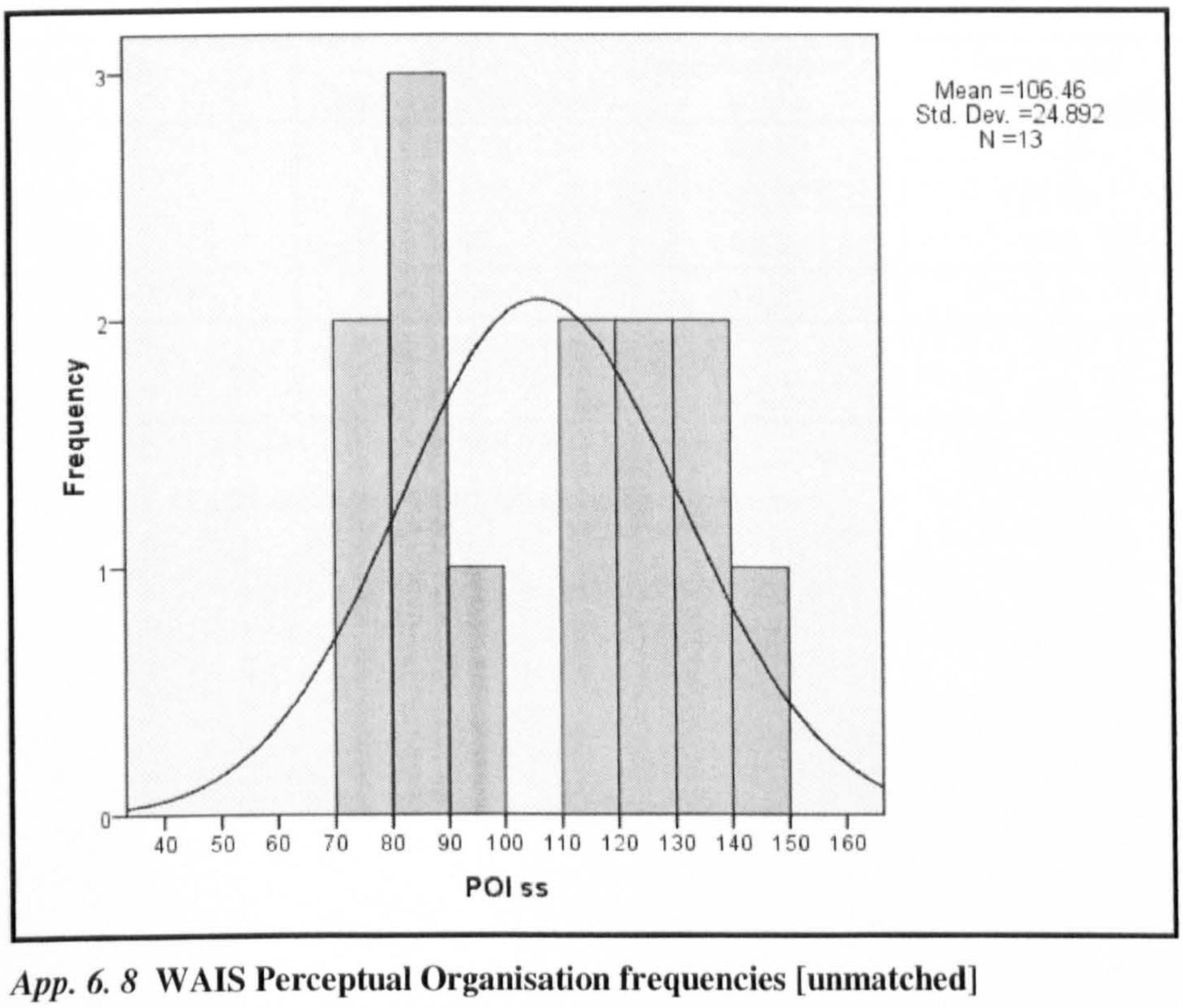
App. 6. 5 **WAIS Verbal Comprehension frequencies [unmatched]**

Verbal Comprehension standard score						
		matched	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83	yes	1	.6	1.1	1.1
	89		2	1.1	2.3	3.4
	93	yes	1	.6	1.1	4.6
	96		1	.6	1.1	5.7
	98	yes	2	1.1	2.3	8.0
	100	two	3	1.7	3.4	11.5
	101	yes	5	2.8	5.7	17.2
	103	yes	6	3.3	6.9	24.1
	105	yes	2	1.1	2.3	26.4
	107	yes	4	2.2	4.6	31.0
	109	yes	8	4.4	9.2	40.2
	110	yes	2	1.1	2.3	42.5
	112	yes	3	1.7	3.4	46.0
	114	yes	7	3.9	8.0	54.0
	116	yes	3	1.7	3.4	57.5
	118	four	5	2.8	5.7	63.2
	120	three	4	2.2	4.6	67.8
	122	six	8	4.4	9.2	77.0
	124	yes	6	3.3	6.9	83.9
	126	yes	1	.6	1.1	85.1
	127	yes	3	1.7	3.4	88.5
	128		1	.6	1.1	89.7
	129	yes	1	.6	1.1	90.8
	131	yes	1	.6	1.1	92.0
	133	one	4	2.2	4.6	96.6
	142	yes	1	.6	1.1	97.7
	147		2	1.1	2.3	100.0
	Total		87	48.3	100.0	
Missing	System		93	51.7		
Total		180		100.0		

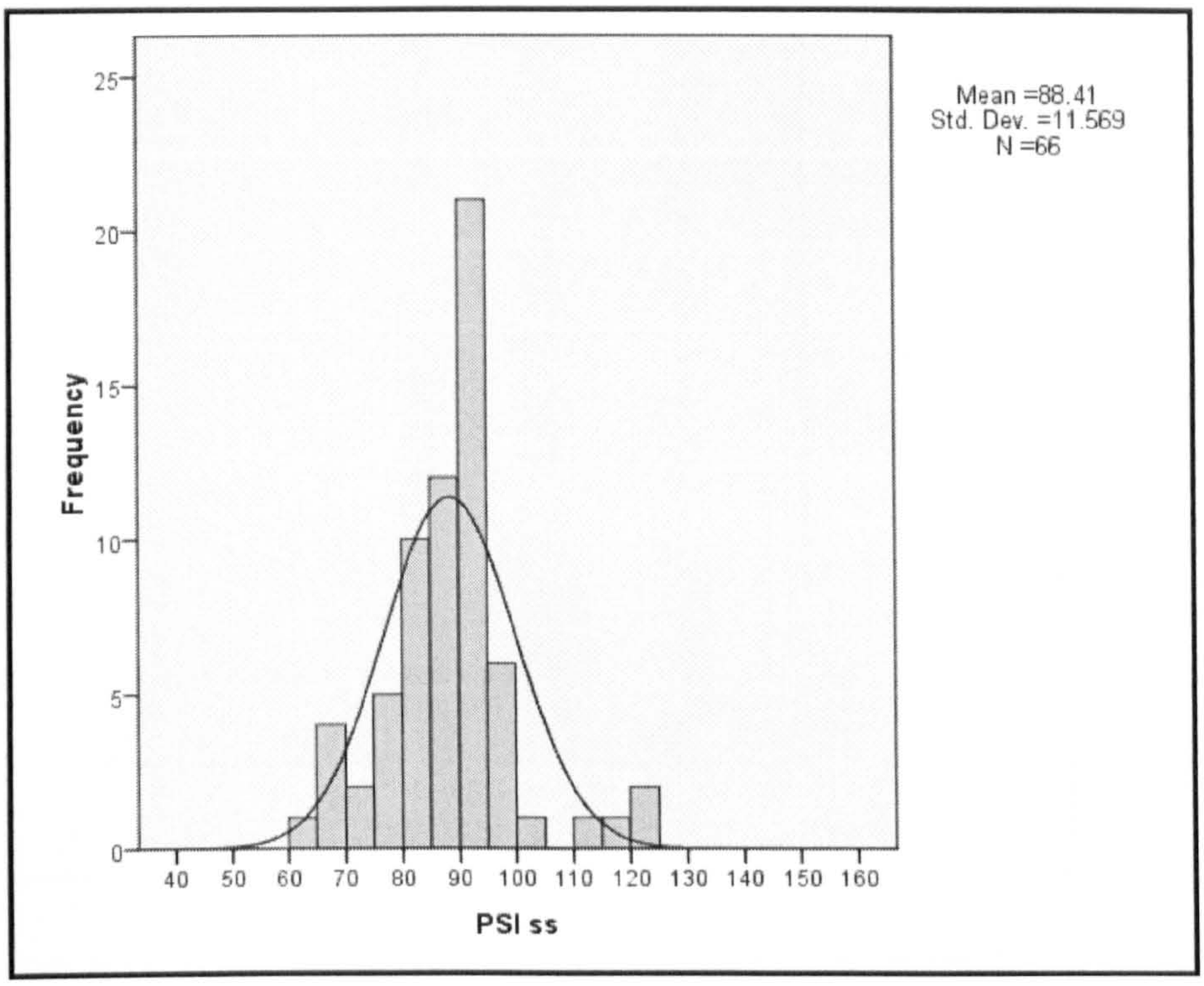
App. 6. 6 **WAIS VCI frequency [unmatched]**



App. 6. 7 **WAIS Working Memory frequencies [unmatched]**



App. 6. 8 **WAIS Perceptual Organisation frequencies [unmatched]**



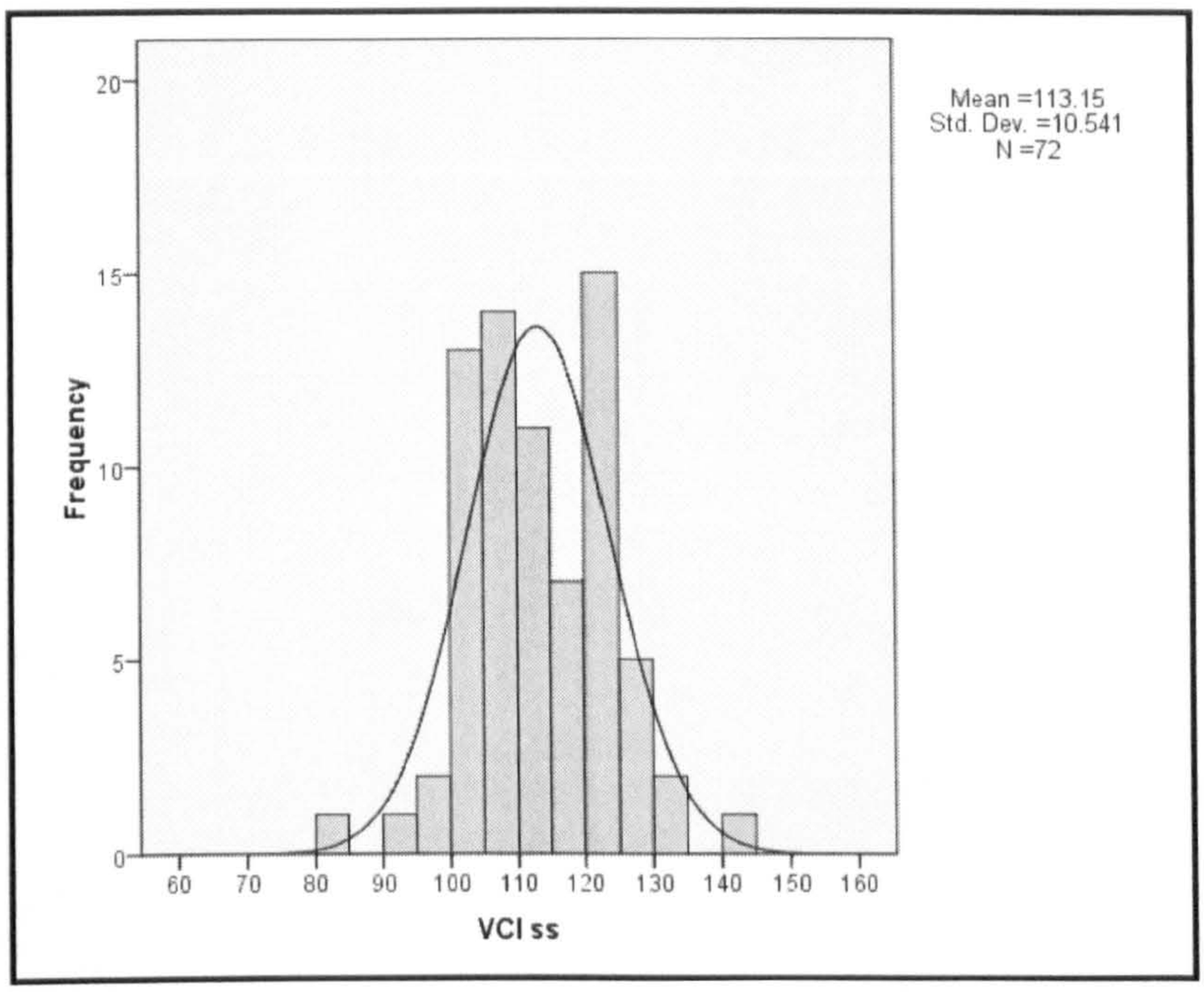
App. 6. 9 **WAIS Processing Speed frequencies [unmatched]**

WAIS - Matched standard score – frequency

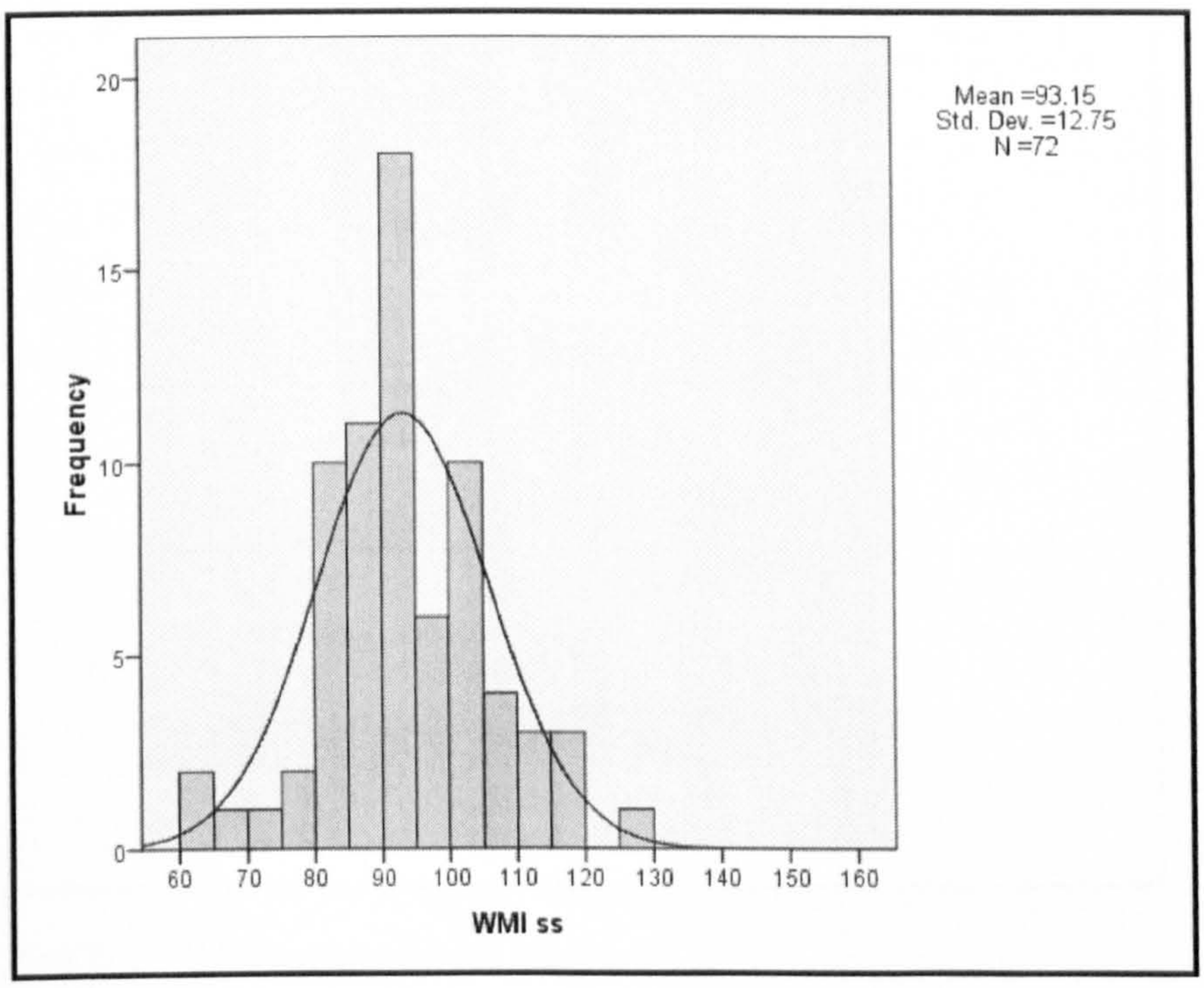
Statistics N= 72	Verbal Comprehension score	Working Memory score	Perceptual Organisation score	Processing Speed score
Mean	113.15	93.15	111.25	94.78
Median	114.00	92.00	112.50	93.00
Mode	109	86(a)	124	93
Std. Deviation	10.54	12.75	14.91	12.65
Minimum	83	62	75	68
Maximum	142	127	147	133

a Multiple modes exist. The smallest value is shown

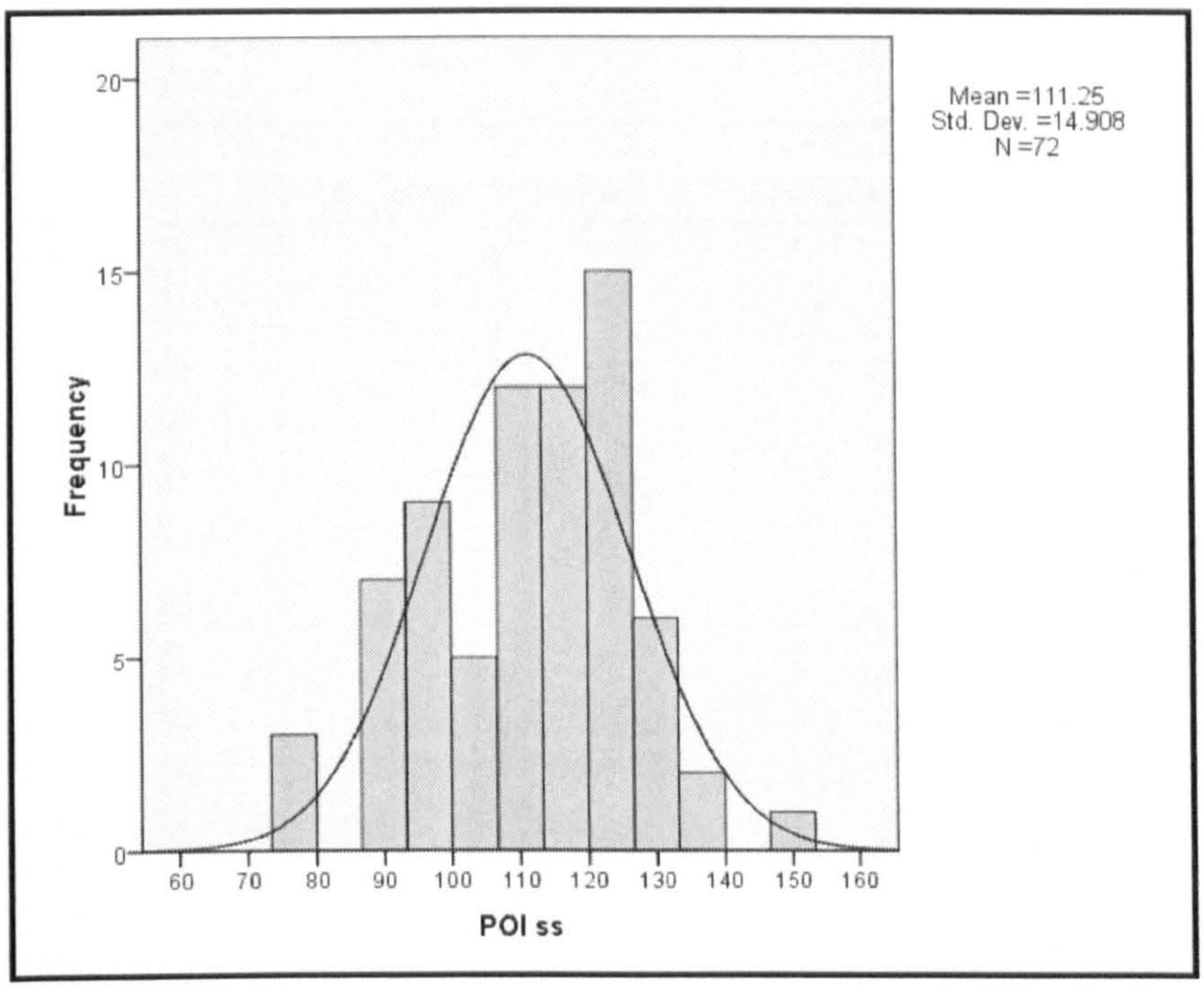
App. 6. 10 **WAIS III indices, full set of indices [matched]**



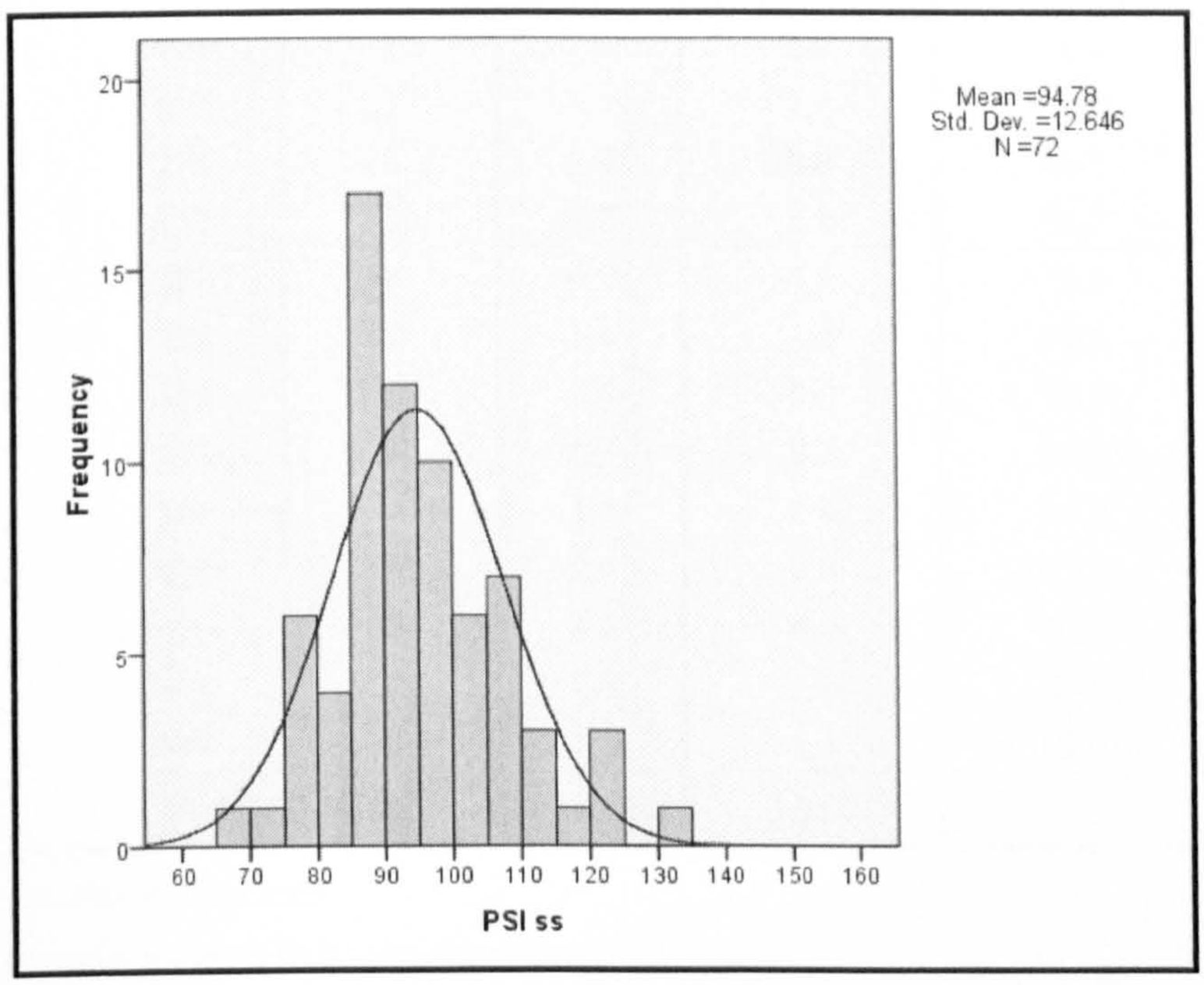
App. 6. 11 **Verbal Comprehension Index frequency chart [matched]**



App. 6. 12 **Working Memory Index frequency chart [matched]**



App. 6. 13 **Perceptual Organisation Index frequency chart [matched]**



App. 6. 14 **PSI frequency chart [matched]**

POI ss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	1	1.4	1.4	1.4
	78	2	2.8	2.8	4.2
	89	2	2.8	2.8	6.9
	90	1	1.4	1.4	8.3
	91	3	4.2	4.2	12.5
	93	1	1.4	1.4	13.9
	95	1	1.4	1.4	15.3
	97	2	2.8	2.8	18.1
	99	6	8.3	8.3	26.4
	101	2	2.8	2.8	29.2
	103	1	1.4	1.4	30.6
	105	2	2.8	2.8	33.3
	107	4	5.6	5.6	38.9
	109	6	8.3	8.3	47.2
	111	2	2.8	2.8	50.0
	114	2	2.8	2.8	52.8
	115	1	1.4	1.4	54.2
	116	6	8.3	8.3	62.5
	118	3	4.2	4.2	66.7
	121	**3**	4.2	4.2	70.8
	122	**1**	1.4	1.4	72.2
	123	**4**	5.6	5.6	77.8
	124	**7**	9.7	9.7	87.5
	129	**1**	1.4	1.4	88.9
	131	**2**	2.8	2.8	91.7
	133	**3**	4.2	4.2	95.8
	134	**2**	2.8	2.8	98.6
	147	**1**	1.4	1.4	100.0
	Total	72	100.0	100.0	

Scores 96 and under

Scores under 85 represent a full standard deviation

Bold – high processing speeds, in the 90th percentile

App. 6. 15 **POI frequency table [matched]**

PSI ss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	1.4	1.4	1.4
	71	1	1.4	1.4	2.8
	75	1	1.4	1.4	4.2
	79	5	6.9	6.9	11.1
	81	2	2.8	2.8	13.9
	84	2	2.8	2.8	16.7
	85	1	1.4	1.4	18.1
	86	8	11.1	11.1	29.2
	88	7	9.7	9.7	38.9
	89	1	1.4	1.4	40.3
	91	3	4.2	4.2	44.4
	93	9	12.5	12.5	56.9
	96	4	5.6	5.6	62.5
	99	6	8.3	8.3	70.8
	103	6	8.3	8.3	79.2
	106	5	6.9	6.9	86.1
	108	2	2.8	2.8	88.9
	111	1	1.4	1.4	90.3
	114	2	2.8	2.8	93.1
	117	1	1.4	1.4	94.4
	120	**1**	1.4	1.4	95.8
	122	**1**	1.4	1.4	97.2
	124	**1**	1.4	1.4	98.6
	133	**1**	1.4	1.4	100.0
	Total	72	100.0	100.0	

Scores 96 and under

Scores under 85 represent a full standard deviation

Scores under 70 represent 2 standard deviation

Bold – high processing speeds, in the 90th percentile

App. 6. 16 **PSI table [matched]**

WAIS - Independent t-test between match and unmatched indices data

Group Statistics	All Indices present?	N	Mean	Std. Deviation	Std. Error Mean
Verbal Comprehension score	yes	72	113.15	10.54	1.24
	no	15	119.13	18.95	4.89
Working Memory score	yes	72	93.15	12.75	1.50
	no	80	87.10	10.46	1.17
Perceptual Organisation score	yes	72	111.25	14.91	1.76
	no	13	106.46	24.89	6.90
Processing Speed score	yes	72	94.78	12.65	1.49
	no	66	88.41	11.57	1.42

App. 6. 17 **WAIS indices group statistics**

Independent Samples Test

		Levene's Test for Equality of Variances		*t*-test for Equality of Means					95% Confidence Interval of the Difference	
Index		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VCIss	**Equal variances not assumed**	10.42	0.002	-1.18	15.85	0.254	-5.98	5.05	-1.10	0.67
WMIss	**Equal variances assumed**	3.53	0.062	3.21	150	**0.002**	6.05	1.88	-1.13	0.70
POIss	**Equal variances not assumed**	16.72	0.000	0.67	13.60	0.513	4.79	7.12	-1.17	0.32
PSIss	**Equal variances assumed**	1.93	0.167	3.08	136	**0.003**	6.37	2.07	-1.19	0.34

App. 6. 18 **Significant difference between matched and unmatched WAIS indices [all]**

WAIS - ANOVA for repeat Measure

For WAIS descriptive stats see *App. 6.10* above.

Tests of Within-Subjects Effects

Measure:MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
WAISindices	**Sphericity Assumed**	24169.42	3	8056.47	62.53	.000	.47
	Greenhouse-Geisser	24169.42	2.91	8317.87	62.53	.000	.47
	Huynh-Feldt	24169.42	3.00	8056.47	62.53	.000	.47
	Lower-bound	24169.42	1.00	24169.42	62.53	.000	.47
Error (WAISindices)	**Sphericity Assumed**	27441.58	213	128.83			
	Greenhouse-Geisser	27441.58	206.31	133.01			
	Huynh-Feldt	27441.58	213.00	128.83			
	Lower-bound	27441.58	71.00	386.50			

App. 6. 19 **WAIS [matched] ANOVA repeated measure Tests of Within Subjects Effects**

Post Hoc tests [matched]

Pairwise Comparisons

Measure:MEASURE_1

(I) WAISindices	(J) WAISindices	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a]	
					Lower Bound	Upper Bound
1 - VCI	**2**	20.00*	1.77	**.000**	15.20	24.81
	3	1.90	1.96	1.000	-3.43	7.23
	4	18.38*	2.02	**.000**	12.88	23.87
2 - WMI	1	-20.00*	1.77	**.000**	-24.81	-15.20
	3	-18.10*	1.86	**.000**	-23.15	-13.04
	4	-1.63	1.93	1.000	-6.87	3.62
3 - POI	1	-1.90	1.96	1.000	-7.23	3.43
	2	18.10*	1.86	**.000**	13.04	23.15
	4	16.47*	1.79	**.000**	11.63	21.32
4 - PSI	1	-18.38*	2.02	**.000**	-23.87	-12.88
	2	1.63	1.93	1.000	-3.62	6.87
	3	-16.47*	1.79	**.000**	-21.32	-11.63

Based on estimated marginal means

*. The mean difference is **significant** at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

App. 6. 20 **WAIS post hoc test pairwise comparisons [matched]**

WAIS – data reduction

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.54
Bartlett's Test of Sphericity	Approx. Chi-Square	27.29
	df	6
	Sig.	.000

App. 6. 21 **WAIS Factor Analysis – KMO [matched]**

Where the off-diagonal value is >.5 it would be considered a large axis rotation.

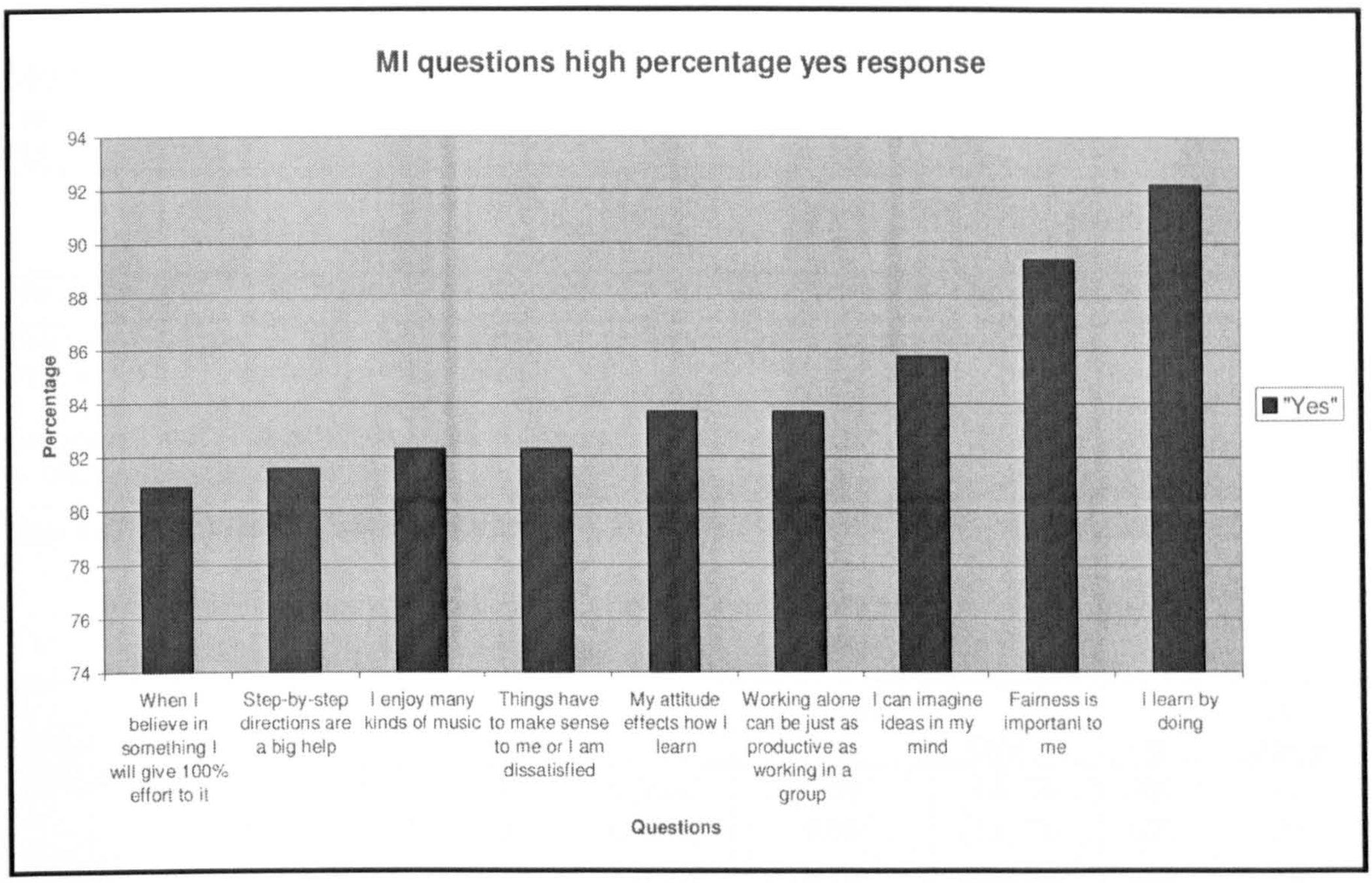
Component Transformation Matrix

Component	1	2
1	.92	.40
2	-.40	.92

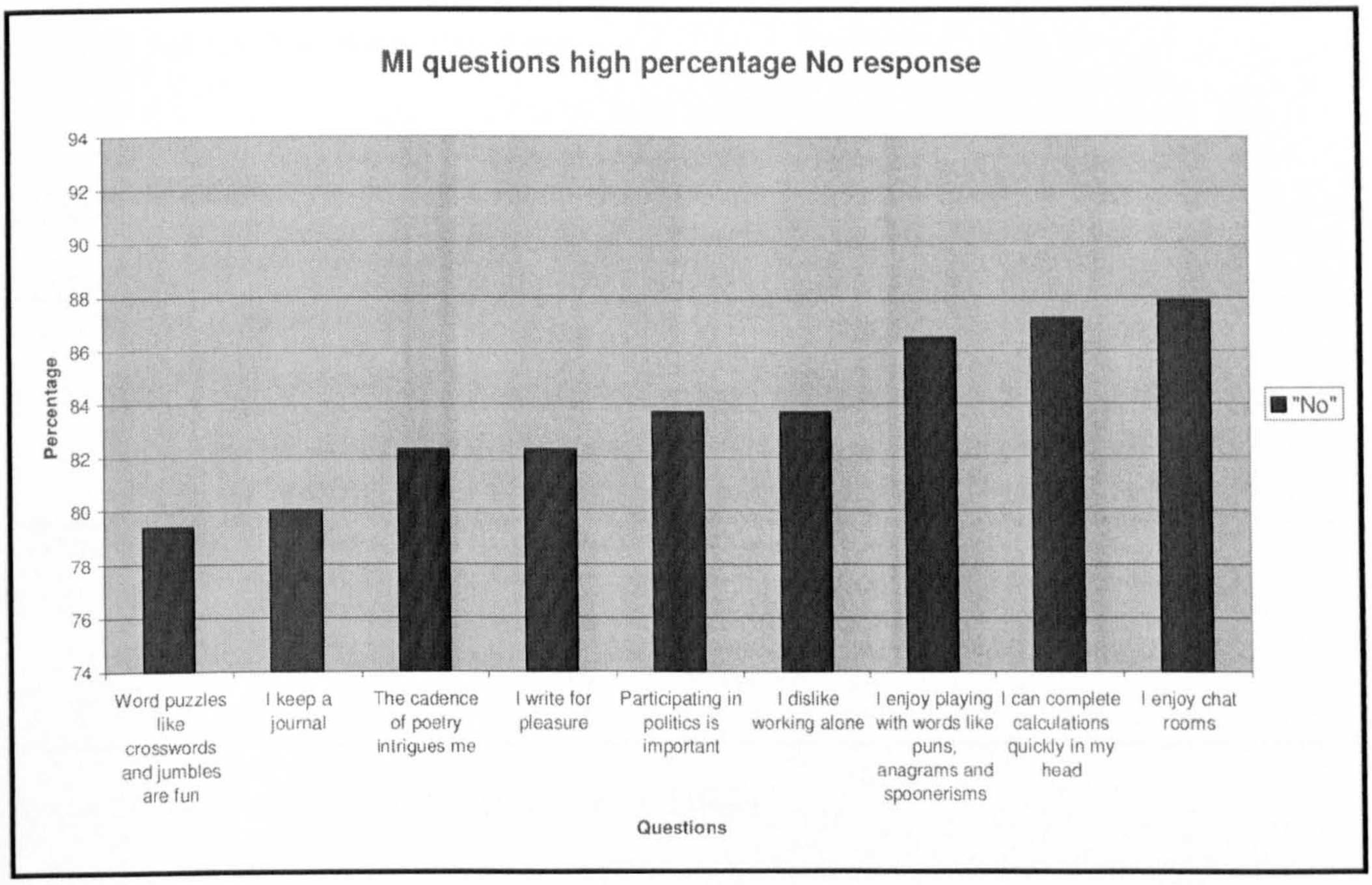
Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

App. 6. 22 **WAIS transformation matrix [matched]**

6.2.2 MI (3.4 i.2i.3)



App. 6. 23 **MI questions highest 'Yes' frequencies**



App. 6. 24 **MI questions highest 'No' frequencies**

Mauchly's Test of Sphericity(b)

Measure: MEASURE_1

Within Subjects Effect					Epsilon(a)		
	Mauchly's W	Approx. Chi-Square	df	Sig.	Huynh-Feldt	Lower-bound	Greenhouse-Geisser
MI factor	.66	57.05	35	.011	.91	.96	.13

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b Design: Intercept Within Subjects Design: mifactor

App. 6. 25 **MI Mauchly's Sphericity test**

Multivariate Tests(b)

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
MI factor	Pillai's Trace	.78	60.08(a)	8.00	133.00	.000	.78
	Wilks' Lambda	.22	60.08(a)	8.00	133.00	.000	.78
	Hotelling's Trace	3.61	60.08(a)	8.00	133.00	.000	.78
	Roy's Largest Root	3.61	60.08(a)	8.00	133.00	.000	.78

a Exact statistic

b Design: Intercept Within Subjects Design: MI factor

App. 6. 26 **MI ANOVA Multivariate Tests**

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
MI factor	*Sphericity Assumed*	1623.84	8	202.98	53.96	.000	.28
	Greenhouse-Geisser	1623.84	7.27	223.34	53.96	.000	.28
	Huynh-Feldt	1623.84	7.7	210.65	53.96	.000	.28
	Lower-bound	1623.84	1.00	1623.84	53.96	.000	.28
Error(MI factor)	*Sphericity Assumed*	4212.83	1120	3.76			
	Greenhouse-Geisser	4212.83	1017.89	4.14			
	Huynh-Feldt	4212.83	1079.21	3.90			
	Lower-bound	4212.83	140.00	30.09			

App. 6. 27 **MI ANOVA Tests of Within-Subjects Effects**

MI Post hoc test

Estimates

Measure: MEASURE_1	Mean		95% Confidence Interval	
MI factor		Std. Error	Lower Bound	Upper Bound
1 Naturalist	5.10	.21	4.68	5.52
2 Musical	5.04	.18	4.68	5.39
3 Logical	5.32	.17	4.98	5.66
4 Existential	5.58	.21	5.17	6.00
5 Interpersonal	4.43	.19	4.05	4.80
6 Kinaesthetic	6.22	.21	5.80	6.64
7 Verbal	3.36	.17	3.02	3.71
8 Intrapersonal	7.74	.19	7.36	8.11
9 Visual	5.15	.18	4.79	5.51

App. 6. 28 **MI post hoc test, Estimated Marginal Means**

Pairwise Comparisons

Measure: MEASURE_1

(I) MI factor	(J) MI factor	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
1 Naturalist	2	.06	.24	1.000	-0.72	0.85
	3	-.22	.25	1.000	-1.04	0.60
	4	-.48	.24	1.000	-1.27	0.30
	5	.67	.26	.332	-0.16	1.51
	6	-1.12(*)	.23	.000	-1.87	-0.37
	7	1.74(*)	.24	.000	0.96	2.52
	8	-2.64(*)	.22	.000	-3.36	-1.92
	9	-.05	.25	1.000	-0.87	0.77
2 Musical	1	-.06	.24	1.000	-0.85	0.72
	3	-.28	.22	1.000	-1.00	0.43
	4	-.55	.24	.865	-1.33	0.24
	5	.61	.21	.161	-0.08	1.30
	6	-1.18(*)	.22	.000	-1.92	-0.45
	7	1.67(*)	.22	.000	0.97	2.38
	8	-2.70(*)	.24	.000	-3.48	-1.93
	9	-.11	.21	1.000	-0.80	0.57
3 Logical	1	.22	.25	1.000	-0.60	1.04
	2	.28	.22	1.000	-0.43	1.00
	4	-.26	.26	1.000	-1.10	0.58
	5	.89(*)	.24	.011	0.11	1.68
	6	-.90(*)	.24	.008	-1.67	-0.13
	7	1.96(*)	.23	.000	1.22	2.70
	8	-2.42(*)	.23	.000	-3.18	-1.66
	9	.17	.21	1.000	-0.53	0.87
4 Existential	1	.48	.24	1.000	-0.30	1.27
	2	.55	.24	.865	-0.24	1.33
	3	.26	.26	1.000	-0.58	1.10
	5	1.16(*)	.24	.000	0.37	1.95
	6	-.64	.25	.375	-1.44	0.16

(I) MI factor	(J) MI factor	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
Cont.					Lower Bound	Upper Bound
	7	2.22(*)	.20	.000	1.56	2.89
	8	-2.16(*)	.21	.000	-2.83	-1.48
	9	.43	0.22	1.000	-0.29	1.15
5 Inter personal	1	-.67	0.26	.332	-1.51	0.16
	2	-.61	0.21	.161	-1.30	0.08
	3	-.89(*)	0.24	.011	-1.68	-0.11
	4	-1.16(*)	0.24	.000	-1.95	-0.37
	6	-1.79(*)	0.24	.000	-2.58	-1.01
	7	1.06(*)	0.22	.000	0.35	1.78
	8	-3.31(*)	0.22	.000	-4.03	-2.59
	9	-.72	0.23	.081	-1.48	0.04
6 Kinaesthetic	1	1.12(*)	0.23	.000	0.37	1.87
	2	1.18(*)	0.22	.000	0.45	1.92
	3	.90(*)	0.24	.008	0.13	1.67
	4	.64	0.25	.375	-0.16	1.44
	5	1.79(*)	0.24	.000	1.01	2.58
	7	2.86(*)	0.24	.000	2.07	3.65
	8	-1.52(*)	0.23	.000	-2.28	-0.76
	9	1.07(*)	0.22	.000	0.37	1.77
7 Verbal	1	-1.74(*)	0.24	.000	-2.52	-0.96
	2	-1.67(*)	0.22	.000	-2.38	-0.97
	3	-1.96(*)	0.23	.000	-2.70	-1.22
	4	-2.22(*)	0.20	.000	-2.89	-1.56
	5	-1.06(*)	0.22	.000	-1.78	-0.35
	6	-2.86(*)	0.24	.000	-3.65	-2.07
	8	-4.38(*)	0.21	.000	-5.07	-3.68
	9	-1.79(*)	0.23	.000	-2.53	-1.05
8 Intra personal	1	2.64(*)	0.22	.000	1.92	3.36
	2	2.70(*)	0.24	.000	1.93	3.48
	3	2.42(*)	0.23	.000	1.66	3.18
	4	2.16(*)	0.21	.000	1.48	2.83
	5	3.31(*)	0.22	.000	2.59	4.03
	6	1.52(*)	0.23	.000	0.76	2.28
	7	4.38(*)	0.21	.000	3.68	5.07
	9	2.59(*)	0.24	.000	1.79	3.39
9 Visual	1	.05	0.25	1.000	-0.77	0.87
	2	.11	0.21	1.000	-0.57	0.80
	3	-.17	0.21	1.000	-0.87	0.53
	4	-.43	0.22	1.000	-1.15	0.29
	5	.72	0.23	.081	-0.04	1.48
	6	-1.07(*)	0.22	.000	-1.77	-0.37
	7	1.79(*)	0.23	.000	1.05	2.53
	8	-2.59(*)	0.24	.000	-3.39	-1.79

Based on estimated marginal means

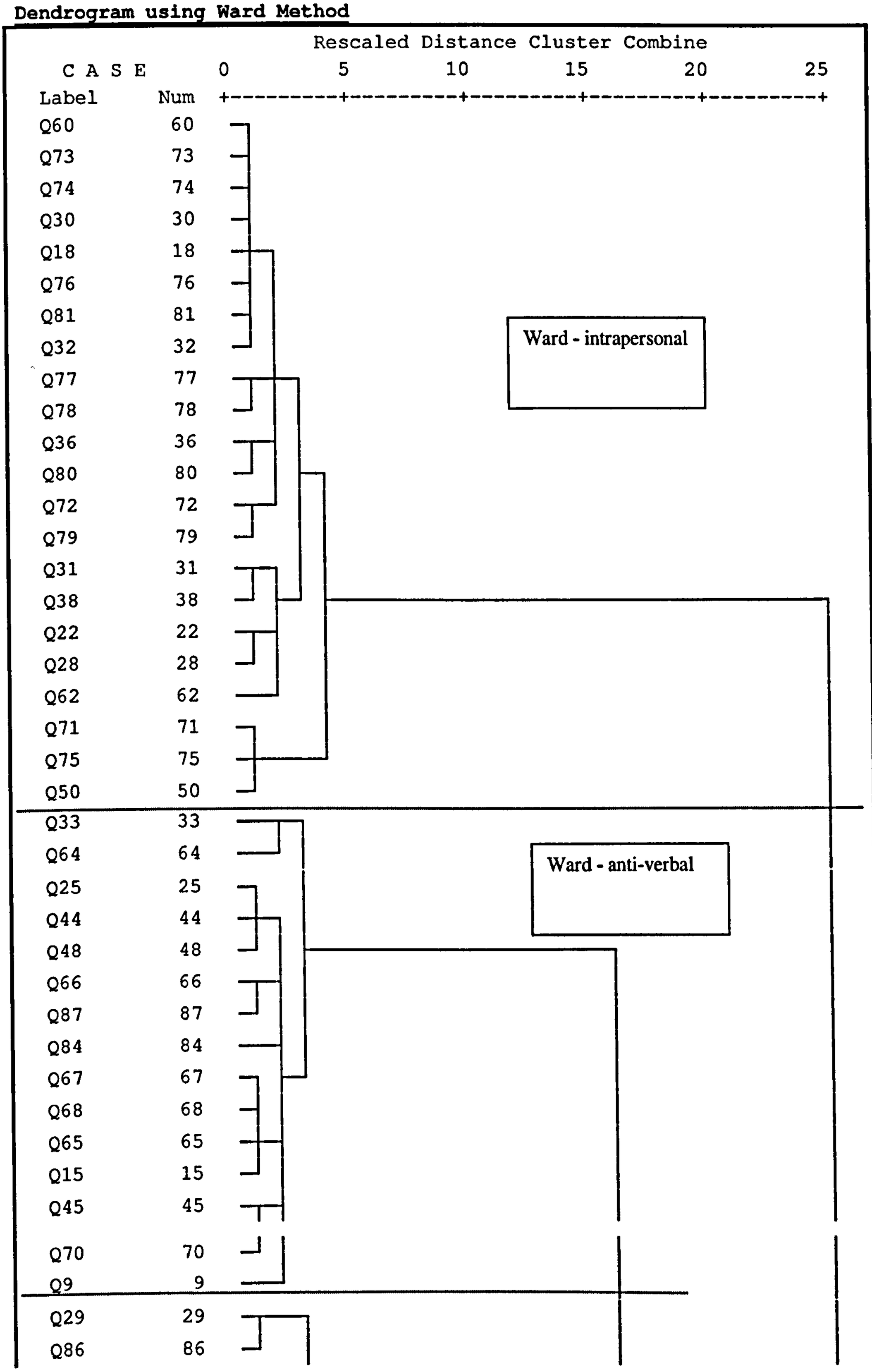
* The mean difference is significant at the .05 level.

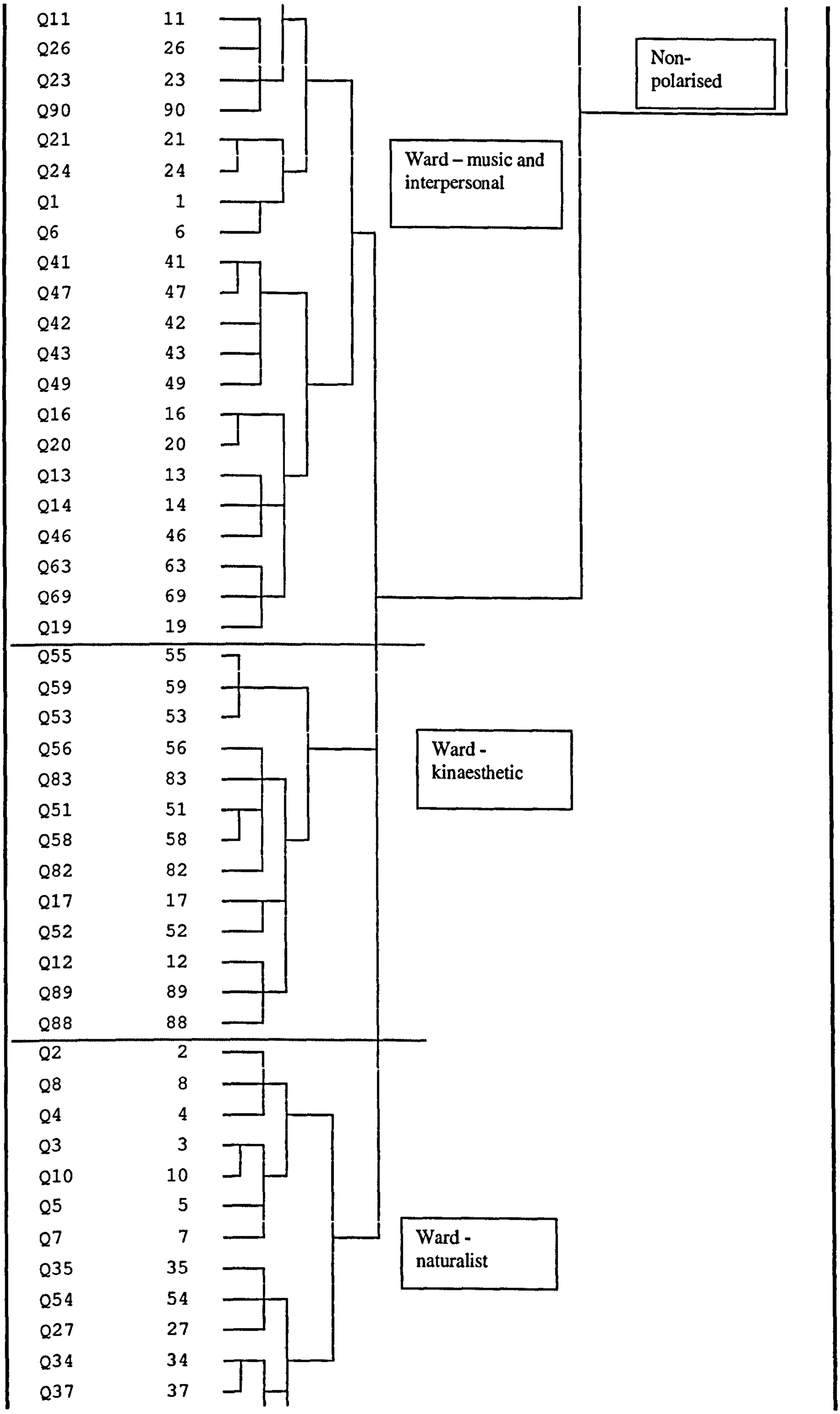
a Adjustment for multiple comparisons: Bonferroni.

App. 6. 29 **MI post hoc test Pairwise comparison**

MI - Hierarchical cluster analysis

Dendrogram using Ward Method




Q11 11
Q26 26
Q23 23
Q90 90
Q21 21
Q24 24
Q1 1
Q6 6
Q41 41
Q47 47
Q42 42
Q43 43
Q49 49
Q16 16
Q20 20
Q13 13
Q14 14
Q46 46
Q63 63
Q69 69
Q19 19
Q55 55
Q59 59
Q53 53
Q56 56
Q83 83
Q51 51
Q58 58
Q82 82
Q17 17
Q52 52
Q12 12
Q89 89
Q88 88
Q2 2
Q8 8
Q4 4
Q3 3
Q10 10
Q5 5
Q7 7
Q35 35
Q54 54
Q27 27
Q34 34
Q37 37
Non-polarised
Ward – music and interpersonal
Ward - kinaesthetic
Ward - naturalist

Note: Ward linkage, a squared Euclidian distance measure

App. 6. 30 **MI Ward linkage dendrogram**

Ward	No. of Q	Ward	No. of Q	Ward	No. of Q	Ward	No. of Q	Ward	No. of Q
Intra personal	10	**Anti-Verbal**	6	**Musical / Inter personal**	6 / 6	**Kina esthetic**	7	**Naturalist**	7
Existential	**4**	Interpersonal	**3**	Logical	**5**	Visual	**4**	Existential	**5**
Logical	**3**	Visual	**2**	Naturalist	**2**	Musical	**2**	Kinaesthetic	**2**
Musical		Musical		Visual	**2**			Logical	
Visual		Naturalist		Verbal	**2**			Visual	
Verbal		Existential						Verbal	
Interpersonal		Logical							
Kinaesthetic									
Total Qs	**22**		**15**		**23**		**13**		**17**

App. 6. 31 **MI question Ward-linkage clusters showing original intelligence grouping**

MI - data reduction – given sub-totals

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.79
Bartlett's Test of Sphericity	Approx. Chi-Square	253.19
	df	36
	Sig.	.000

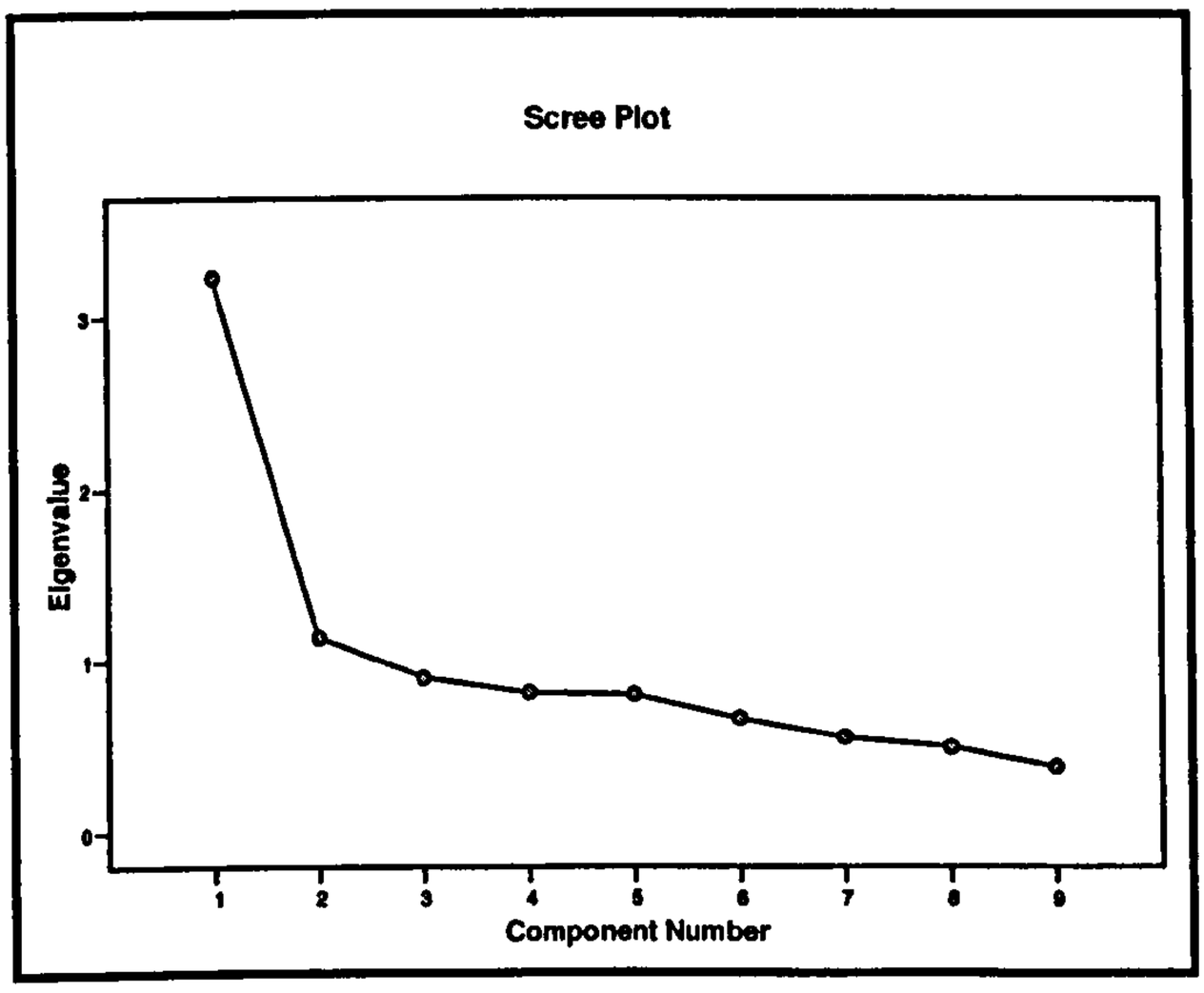
App. 6. 33 **MI 9 intelligence factor analysis KMO and Bartlett's test**

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.23	35.90	35.90	3.23	35.90	35.90
2	1.14	12.65	48.55	1.14	12.65	48.55
3	.90	10.02	58.58			
4	.82	9.07	67.64			
5	.80	8.92	76.56			
6	.67	7.43	83.97			
7	.56	6.19	90.16			
8	.50	5.55	95.71			
9	.39	4.29	100.00			

Extraction Method: Principal Component Analysis.

App. 6. 34 **MI sub-totals Total variance explained matrix**



App. 6. 35 **MI sub-totals KMO, total variance explained and scree plot**

MI - cluster analysis

Introspective	**Existential Intelligence –** sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.
Interactive	**Bodily-Kinaesthetic Intelligence –** ability to control one's body movements and to handle objects skilfully.
Analytical	**Naturalist Intelligence –** ability to recognize and categorize plants, animals and other objects in nature.

App. 6. 36 **MI cluster (MI-G1 MI-G2) description of areas of difference (extracted from *Table 3.5)***

6.2.3 Intelligence and Gender

WAIS – Independent-sample *t*-test

Group Statistics	Gender				*t*-test for Equality of Means			Eta
	M = 21 F = 51	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Squared
VCI	EVA				2.19	70	.032	0.06
	male	117.29	9.82	2.14				
	female	111.45	10.44	1.46				
WMI	EVA				.38	70	.705	0.00
	male	94.05	13.68	2.99				
	female	92.78	12.47	1.75				
POI	EVA				2.06	70	.043	0.06
	male	116.76	16.96	3.70				
	female	108.98	13.51	1.89				
PSI	EVA				-0.97	70	.335	0.01
	male	92.52	11.94	2.60				
	female	95.71	12.93	1.81				

Note: EVA - Equal Variance Assumed

App. 6. 37 **WAIS indices Independent *t*-test by gender, Size Effect with eta squared [matched]**

MI frequency

Male	N =50	Naturalist	Musical	Logical	Existential	Interpersonal	Kinaesthetic
Mean		4.96	4.76	5.3	5.58	3.86	6.34
Mode		2	5	7	5	4	7
Female	N =91						
Mean		5.18	5.19	5.33	5.58	4.74	6.15
Mode		3	6	6	4	5	4

Male	N =50	Verbal	Intrapersonal	Visual
Mean		2.84	7.54	5.64
Mode		1	10	6
Female	N =91			
Mean		3.65	7.85	4.88
Mode		3	10	6

App. 6. 38 **MI (given) mean and mode of 'yes', by gender**

MI (given) Independent-sample *t*-test

Group Statistics	**Gender**			***t*-test for Equality of Means**			**Eta**
Equal variances assumed E.V.A. **Equal variances not assumed E.V.N.A**	Male =**50** Female=**91**	Mean	Std. Deviation	t	df	Sig. (2-tailed)	**Squared**
Naturalist	EVA			-0.48	139	0.631	0.00
	male	4.96	2.70				
	female	5.18	2.47				
Musical	EVA			-1.13	139	0.259	0.01
	male	4.76	2.23				
	female	5.19	2.09				
Logical	EVA			-0.08	139	0.935	0.00
	male	5.3	2.04				
	female	5.33	2.06				
Existential	EVA			-0.01	139	0.996	0.00
	male	5.58	2.48				
	female	5.58	2.53				
Interpersonal	EVA			-2.25	139	**0.026**	**0.04**
	male	3.86	2.14				
	female	4.74	2.26				
Kinaesthetic	**EVNA**			0.44	139	0.658	0.00
	male	6.34	2.22				
	female	6.15	2.65				
Verbal	EVA			-2.26	139	**0.026**	**0.04**
	male	2.84	1.86				
	female	3.65	2.13				
Intrapersonal	EVA			-0.78	139	0.44	0.00
	male	7.54	2.49				
	female	7.85	2.10				
Visual	EVA			2.02	139	**0.045**	**0.03**
	male	5.64	2.19				
	female	4.88	2.11				
MI total	EVA			-0.80	139	0.428	0.00
	male	46.82	12.93				
	female	48.54	11.89				

App. 6. 39 **MI Independent *t*-test by gender with eta sq**

MI (Ward) Independent *t*-test

Group Statistics	Gender			*t*-test for Equality of Means			Eta
Equal variances assumed **E.V.A.** Equal variances not assumed **E.V.N.A**	Male =**50** Female=**91**	Mean	Std. Deviation	t	df	Sig. (2-tailed)	**Squared**
MI Ward intra	**EVNA**			-0.96	139	0.338	0.01
	male	0.76	0.19				
	female	0.79	0.15				
MI Ward antiverbal	**EVA**			-0.26	139	0.799	0.00
	male	0.21	0.15				
	female	0.22	0.16				
MI Ward music inter	**EVA**			-1.52	139	0.13	0.02
	male	0.45	0.19				
	female	0.50	0.18				
MI Ward kinaesthetic	**EVA**			1.45	139	0.15	0.01
	male	0.66	0.24				
	female	0.61	0.22				
MI Ward naturalist	**EVA**			-0.89	139	0.376	0.01
	male	0.47	0.23				
	female	0.50	0.23				

App. 6. 40 **MI Ward Independent *t*-test by gender with eta sq**

BDA questions Chi Squared

BDA Q	2	3	4	5	BDA 6	BDA 7	BDA 8	BDA 9	BDA 10	BDA 11
1										
2								small low		small low
3						small low		small sig		small sig
4					**Mod .41 sig .000**					
5										
6										
7							small sig			
8										
9									**mod .33**	
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

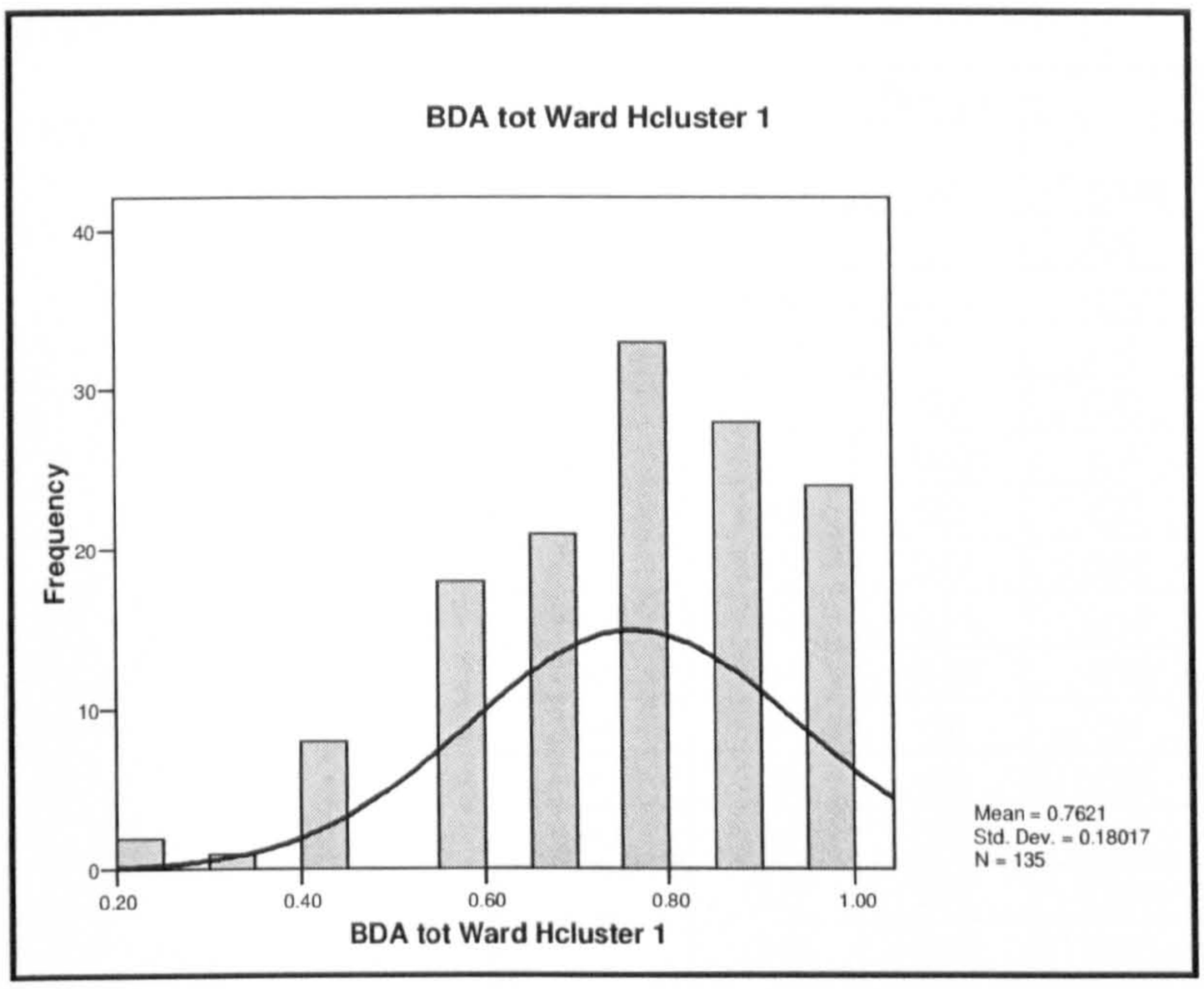
BDA Q	12	BDA13	BDA14	BDA15	BDA16	BDA17	BDA18	BDA19	BDA20
1			small low			small low			
2		small sig			small low		small h sig	**mod .33**	
3					small neg low				
4									
5							small low		
6									
7						small sig		small low	
8		small low	small low	**mod .33**		small low			
9							small low		
10				small low					
11							small low	small low	
12		**mod .35**					small low	small sig	**mod .42 sig .000**
13			small low	small low		**mod .35**	**mod .46 sig .000**	**mod.35**	small sig
14						small low	small low		small sig
15						small h sig			**mod .38**
16						small low	small sig		
17							**mod .38**		
18								small sig	
19									small sig
20									

App. 6. 42 **BDA Phi-coefficient from Chi-Square Correlation**

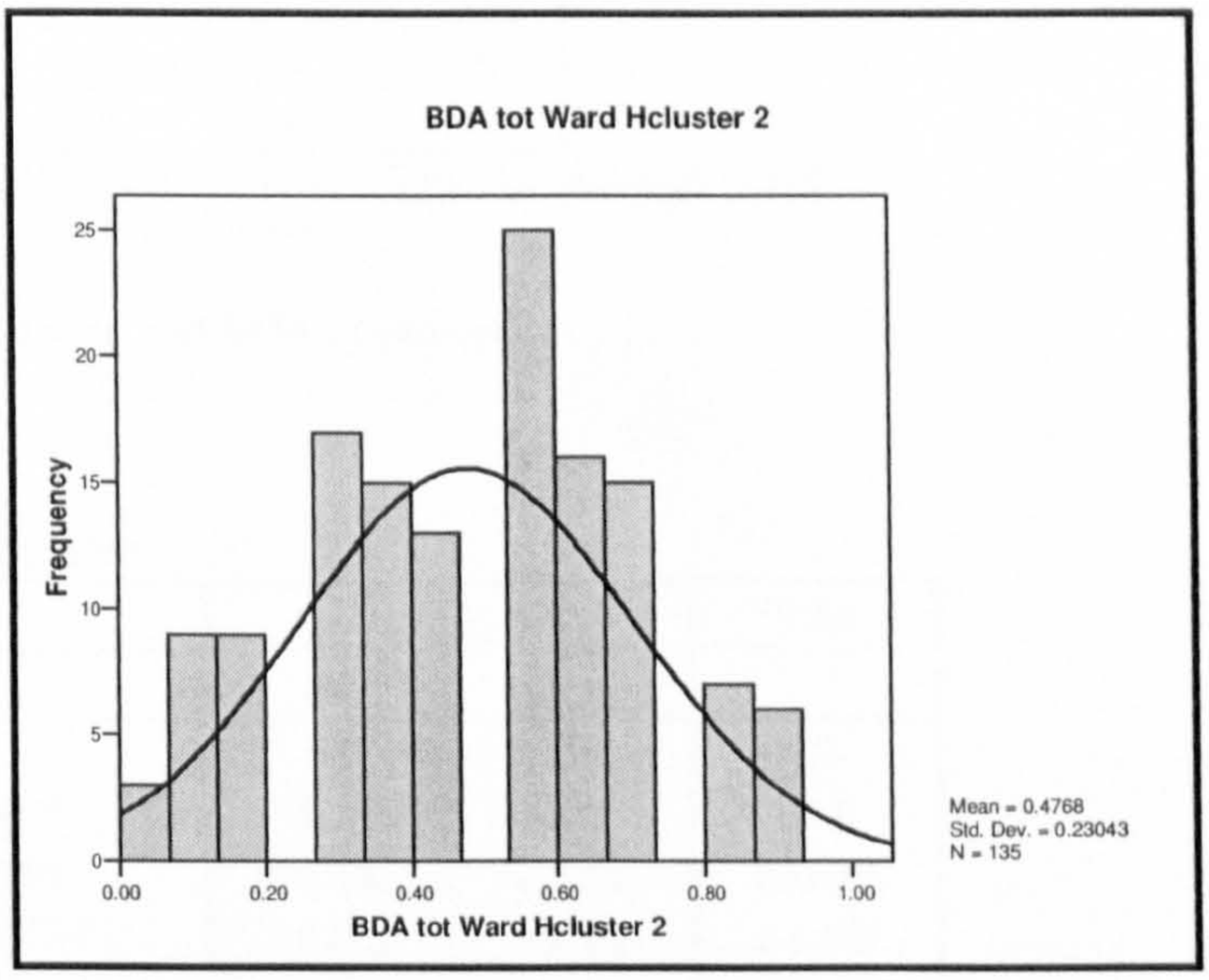
Highly significant strength of association - moderate or medium					
Phi	**Chi-square $X^2(1)$**	*df* – degree of freedom = 1			
sig <.0005	sig <.0005				
0.46	28.21	**Do you find forms difficult and confusing?**	**Q18**	Q13	When using the telephone, do you tend to get the numbers mixed up when you dial?
0.42	24.11	Did you find it hard to learn your multiplication tables at school?	Q20	Q12	Do you find it difficult to do sums in your head without using your fingers or paper?
0.41	22.51	Do you dislike reading long books?	Q6	Q4	Do you take longer than you should to read a page of a book?
0.38	19.79	Did you find it hard to learn your multiplication tables at school?	Q20	Q15	Do you find it difficult to say the months of the year backwards?
0.38	18.99	**Do you find forms difficult and confusing?**	**Q18**	Q17	When writing cheques do you frequently find yourself making mistakes?

App. 6. 43 **Top-5 strongest Phi association for BDA questions**

BDA WARD clusters



App. 6. 44 **BDA Ward sub-total (mean) cluster 1**



App. 6. 45 **BDA Ward sub-total (mean) cluster 2**

BDA Gender

Vinegrad top 12 dyslexia indicator questions, and BDA questions, in positive response frequency order with gender breakdown for this research.

Vinegrad top 12 questions	Research		
	Total	male	Female
Q17	**Q5**	Q4	Q5
Q13	Q4	Q15	Q12
Q7	**Q12**	Q5	Q4
Q16	Q11	Q7	Q11
Q18	Q7	Q20	Q3
Q10	**Q15**	Q3	Q7
Q19	Q20	Q12	Q20
Q14	**Q3**	Q11	Q15
Q20	Q18	Q18	Q18
Q4	**Q6**	Q6	Q1
Q1	**Q9**	Q8	Q9
Q11	Q1	Q10	Q6
	Q17	Q9	Q17
	Q10	Q17	Q2
	Q2	Q16	Q10
	Q16	Q1	Q13
	Q19	Q19	Q16
	Q13	Q2	Q19
	Q8	Q13	Q8
	Q14	Q14	Q14

Note: Vinegrad top 12 questions in *italic*, dropped out of the top 12 for this research (Total).
Bold text for Total indicates questions not in Vinegrad's top 12

App. 6. 46 **Vinegrad top 12 indicator questions, and BDA questions**

BDA Gender cross tab

Handwriting: Gender * BDA Q 8 Cross-tabulation

			BDA Q 8		Total
			No	Yes	
Gender	female	Count	63	24	87
		Expected Count	52.8	34.2	87.0
		% within Gender	72.4%	27.6%	100.0%
		% within BDA Q 8	76.8%	45.3%	64.4%
		% of Total	46.7%	17.8%	64.4%
	male	Count	19	29	48
		Expected Count	29.2	18.8	48.0
		% within Gender	39.6%	60.4%	100.0%
		% within BDA Q 8	23.2%	54.7%	35.6%
		% of Total	14.1%	21.5%	35.6%
Total		Count	82	53	135
		Expected Count	82.0	53.0	135.0
		% within Gender	60.7%	39.3%	100.0%
		% within BDA Q 8	100.0%	100.0%	100.0%
		% of Total	60.7%	39.3%	100.0%

App. 6. 47 **BDA cross-tabulation Gender and handwriting**

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	**13.98**(b)	1	.000		
Continuity Correction(a)	12.64	1	.000		
Likelihood Ratio	13.94	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.88	1	.000		
N of Valid Cases	135				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.84.

App. 6. 48 **BDA gender, handwriting, Chi sq. tests**

χ^2 (1) = 13.98, p<.001

Symmetric Measures		Value	Approx. Sig.
Nominal by Nominal	Phi	**.32**	.000
	Cramer's V	.32	.000
	Contingency Coefficient	.31	.000
N of Valid Cases		135	

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.

***App. 6.* 49 BDA Chi sq. Symmetric Measures**

Left and right:

Gender * BDA Q 1 Cross-tabulation		BDA Q 1		Total
		No	Yes	
Gender female	Count	31	56	87
	Expected Count	36.7	50.3	87.0
	% within Gender	35.6%	64.4%	100.0%
	% within BDA Q 1	54.4%	71.8%	64.4%
	% of Total	23.0%	41.5%	64.4%
male	Count	26	22	48
	Expected Count	20.3	27.7	48.0
	% within Gender	54.2%	45.8%	100.0%
	% within BDA Q 1	45.6%	28.2%	35.6%
	% of Total	19.3%	16.3%	35.6%
Total	Count	57	78	135
	Expected Count	57.0	78.0	135.0
	% within Gender	42.2%	57.8%	100.0%
	% within BDA Q 1	100.0%	100.0%	100.0%
	% of Total	42.2%	57.8%	100.0%

App. 6. 50 **BDA cross-tabulation Gender and left from right**

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.36(b)	1	.037		
Continuity Correction(a)	3.63	1	.057		
Likelihood Ratio	4.34	1	.037		
Fisher's Exact Test				.046	.029
Linear-by-Linear Association	4.32	1	.038		
N of Valid Cases	135				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.27.

App. 6. 51 **BDA gender, Left from right, Chi sq. tests**

χ^2 (1) = 4.36, p<.05

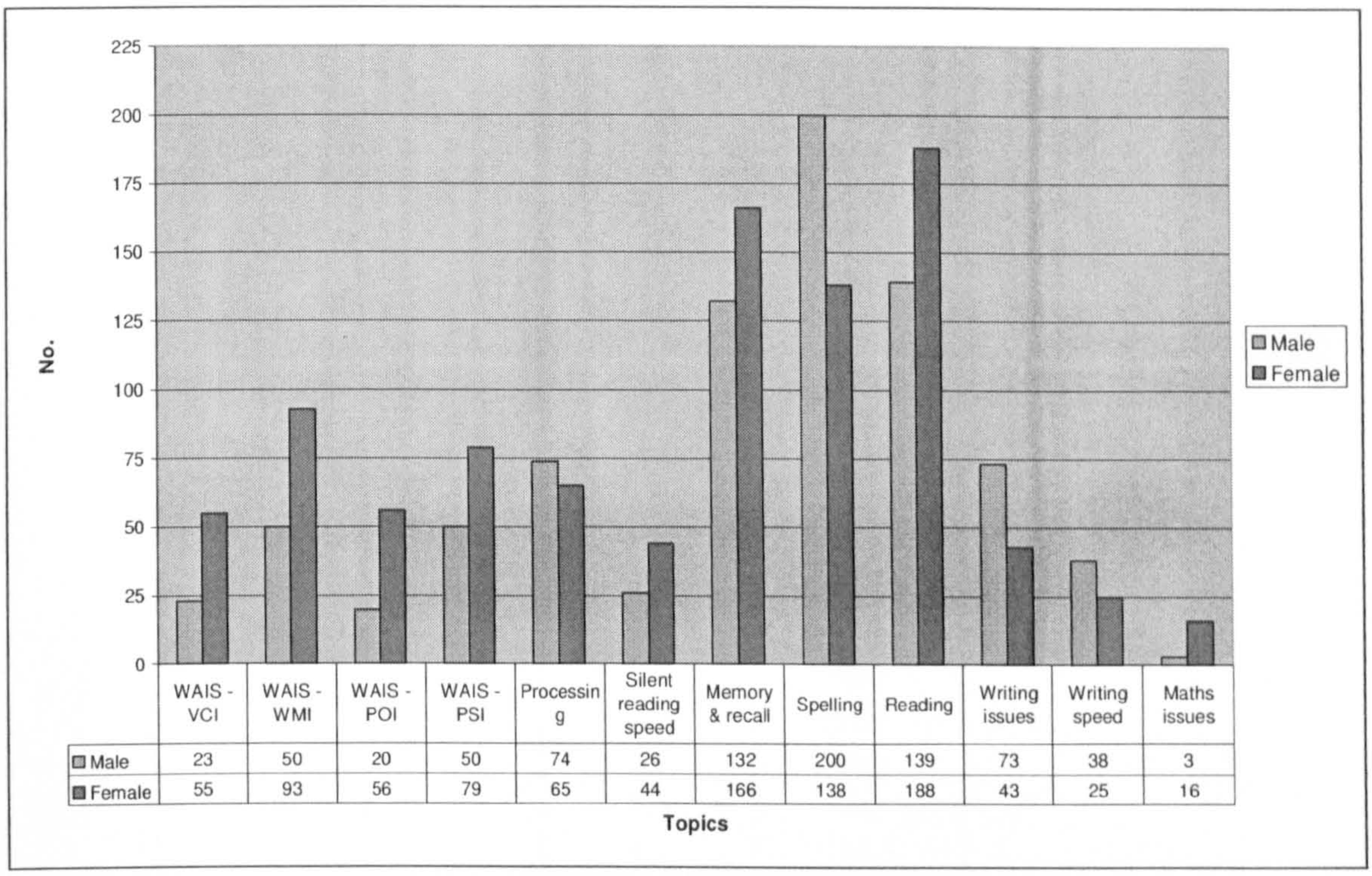
Symmetric Measures		Value	Approx. Sig.
Nominal by Nominal	Phi	-.18	.037
	Cramer's V	.18	.037
	Contingency Coefficient	.18	.037
N of Valid Cases		135	

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.

App. 6. 52 **BDA Chi sq. Left from right Symmetric Measures**

6.2.5 Literacy

WAIS-III tests results for 180 cases (male 71, female 109) (see *App. 6. 53*). In 38 cases 'Processing' indicated a reference to processing speed in the absence of WAIS-III details.



	WAIS - VCI	WAIS - WMI	WAIS - POI	WAIS - PSI	Processing	Silent reading speed	Memory & recall	Spelling	Reading	Writing issues	Writing speed	Maths issues
Male	23	50	20	50	74	26	132	200	139	73	38	3
Female	55	93	56	79	65	44	166	138	188	43	25	16

App. 6. 53 **Dyslexia report topics plus WAIS**

Reading:

Reading		Frequency	Percent
Valid	poor speed	111	33.9
	poor comprehension	53	16.2
	poor accuracy	12	3.7
	poor reading non specific	139	42.5
	poor read and comprehension	6	1.8
	poor speed and accuracy	5	1.5
	poor comp and accuracy	1	.3
Total		**327**	100.0

App. 6. 54 **Type of reading problem mentioned in Dyslexia assessment**

Silent reading speed WPM		Frequency	Valid Percent	Cumulative Percent
Valid	50	1	1.4	1.4
	75	1	1.4	2.9
	80	6	8.6	11.4
	83	1	1.4	12.9
	90	4	5.7	18.6
	94	1	1.4	20.0
	95	3	4.3	24.3
	100	6	8.6	32.9
	105	3	4.3	37.1
	110	4	5.7	42.9
	114	1	1.4	44.3
	115	3	4.3	48.6
	117	2	2.9	51.4
	120	7	10.0	61.4
	125	3	4.3	65.7
	130	4	5.7	71.4
	135	2	2.9	74.3
	145	2	2.9	77.1
	150	9	12.9	90.0
	160	2	2.9	92.9
	165	1	1.4	94.3
	175	1	1.4	95.7
	180	3	4.3	100.0
Total		**70**	100.0	

App. 6. 55 **Reported silent reading speeds**

Writing speed:

Writing speed - WPM		Frequency	Percent	Cumulative Percent
Valid	7	4	.2	
	9	4	.2	
	10	7	.4	
	11	3	.2	1.0
	12	11	.6	
	13	7	.4	2.0
	14	7	.4	
	15	9	.5	
	16	12	.7	3.6
	18	1	.1	
Total		**65**	3.8	

App. 6.56 **Reported free writing speeds**

BDA Crosstab between reading, spelling and writing questions

BDA Q 7 Spell problems?		BDA Q 3 Problems read aloud? Yes	No	Total
Yes	Count	**79**	**23**	102
	Expected Count	74.04	27.96	102
	% within BDA Q 7	77.45	22.55	100
	% within BDA Q 3	80.61	62.16	75.56
	% of Total	58.52	17.04	75.56
No	Count	**19**	**14**	33
	Expected Count	23.96	9.04	33
	% within BDA Q 7	57.58	42.42	100
	% within BDA Q 3	19.39	37.84	24.44
	% of Total	14.07	10.37	24.44
Total	Count	98	37	135
	Expected Count	98	37	135
	% within BDA Q 7	72.59	27.41	100
	% within BDA Q 3	100	100	100
	% of Total	72.59	27.41	100

App. 6. 57 **Spelling, reading aloud Crosstab**

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	4.950[b]	1	.026	.042	.025	
Continuity Correction[a]	4.002	1	.045			
Likelihood Ratio	4.686	1	.030	.042	.025	
Fisher's Exact Test				.042	.025	
Linear-by-Linear Association	4.914[c]	1	.027	.042	.025	.016
N of Valid Cases	135					

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.04.

c. The standardized statistic is 2.217.

App. 6. 58 **Spelling, reading aloud Chi-square tests**

χ^2 (1) = 4.95, p<.05

4.16	odds of bad spelling when reading aloud problem
1.64	odds of bad spelling when read aloud fine
2.53	2.5 times more likely to have bad spelling when dislike reading aloud

App. 6. 59 **Spelling, reading aloud odds ratio and Effect size**

BDA Q 8 poor writing		BDA Q 7 Poor spelling		
		Yes	No	Total
Yes	Count	**46**	**7**	53
	Expected Count	40.04	12.96	53
	% within BDA Q 8	86.79	13.21	100
	% within BDA Q 7	45.10	21.21	39.26
	% of Total	34.07	5.19	39.26
No	Count	**56**	**26**	82
	Expected Count	61.96	20.04	82
	% within BDA Q 8	68.29	31.71	100
	% within BDA Q 7	54.90	78.79	60.74
	% of Total	41.48	19.26	60.74
Total	Count	102	33	135
	Expected Count	102	33	135
	% within BDA Q 8	75.56	24.44	100
	% within BDA Q 7	100	100	100
	% of Total	75.56	24.44	100

App. 6. 60 **Spelling, handwriting Crosstab**

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	5.965[b]	1	.015	.023	.011	
Continuity Correction[a]	5.006	1	.025			
Likelihood Ratio	6.345	1	.012	.015	.011	
Fisher's Exact Test				.015	.011	
Linear-by-Linear Association	5.921[c]	1	.015	.023	.011	.008
N of Valid Cases	135					

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.96.

c. The standardized statistic is 2.433.

App. 6. 61 **Spelling, handwriting Chi-squared**

0.82 0.27	looking for the odds of bad handwriting when spelling bad odds of bad handwriting when spelling not an issue
3.05	**Three times as likely to have difficulties with spelling if writing difficult to read**

App. 6. 62 **Spelling, writing difficult to read, odds ratio and Effect size**

BDA Q 6 Dislike long books		BDA Q 4 Longer to read a page		
		Yes	No	Total
Yes	Count	**79**	**3**	82
	Expected Count	69.24	12.76	82
	% within BDA Q 6	96.34	3.66	100
	% within BDA Q 4	69.30	14.29	60.74
	% of Total	58.52	2.22	60.74
No	Count	**35**	**18**	53
	Expected Count	44.76	8.24	53
	% within BDA Q 6	66.04	33.96	100
	% within BDA Q 4	30.70	85.71	39.26
	% of Total	25.93	13.33	39.26
Total	Count	114	21	135
	Expected Count	114	21	135
	% within BDA Q 6	84.44	15.56	100
	% within BDA Q 4	100	100	100
	% of Total	84.44	15.56	100

App. 6. 63 **Dislike of long books, slow reading Crosstab**

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	22.506[b]	1	.000	.000	.000	
Continuity Correction[a]	20.258	1	.000			
Likelihood Ratio	23.040	1	.000	.000	.000	
Fisher's Exact Test				.000	.000	
Linear-by-Linear Association	22.339[c]	1	.000	.000	.000	.000
N of Valid Cases	135					

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.24.

c. The standardized statistic is 4.726.

App. 6. 64 **Dislike of long books, slow reading Chi-squared**

0.31	odds of disliking long books and being a slow reader
0.86	odds of disliking long books and not being a slow reader
13.54	**Thirteen and a half times more likely to dislike reading long books when reading Is a slow process**

App. 6. 65 **Dislike of long books and slow reading Odds ratio and Effect size**

Spelling and reading – WRAT v. BDA

Correlations		WRAT ss spell	WRAT ss read	BDA Q 3	BDA Q 5	BDA Q 6	BDA Q 7	BDA Q 8
				Reading			Spelling	Writing
WRAT ss **spell**	Pearson Correlation	1	.54	.27	.17	.13	-.40	-.24
	Sig. (2-tailed)		.466	.310	.541	.623	.128	.370
	N	16	4	16	16	16	16	16
WRAT ss **read**	Pearson Correlation		1	-.57	.[a]	.32	-.57	-.67
	Sig. (2-tailed)			.311	.000	.596	.311	.212
	N		5	5	5	5	5	5

a. Cannot be computed because at least one of the variables is constant

App. 6. 66 **BDA questions and WRAT - Pearson correlation**

Freq.	WRAT spell	WRAT read	WRAT maths
male	39	15	3
female	41	12	5
unknown	1	1	0
Total	81	28	8

App. 6. 67 **WRAT frequency by gender and test**

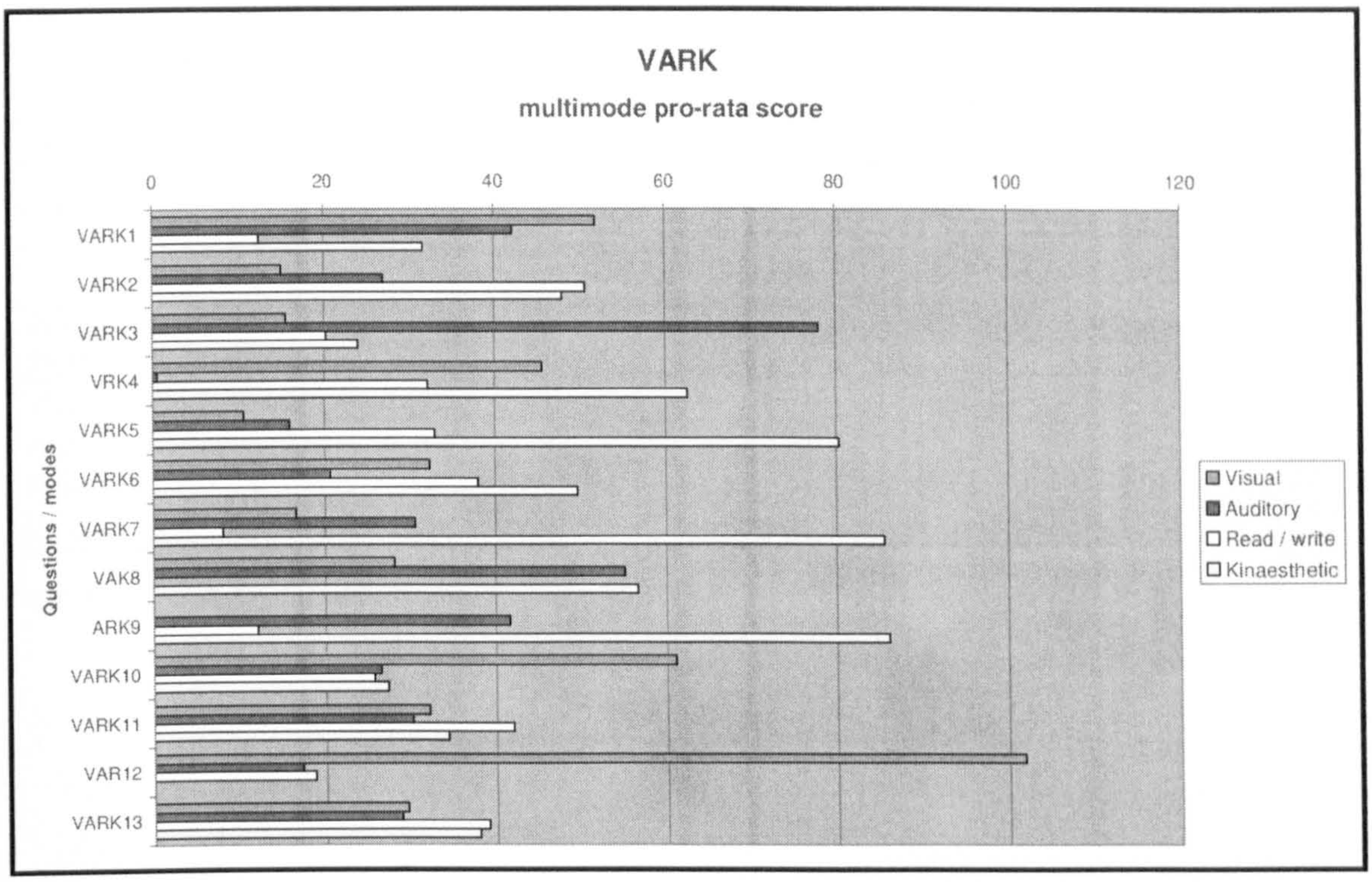
Means	spelling	reading	maths
male	88	88	82
Min.	65	65	
Max.	102	106	
female	86	91	88
Min.	54	78	
Max.	110	109	
Combined Mean	87	89	86

App. 6. 68 **WRAT mean by gender and test percentiles**

Correlations		WRAT ss spell	WRAT ss read
WRAT ss spell	Pearson Correlation	1.00	.39
	Sig. (2-tailed)		.087
	N	20	20
WRAT ss read	Pearson Correlation	.39	1.00
	Sig. (2-tailed)	.087	
	N	20	20

App. 6. 69 **WRAT read and spell, Pearson correlation**

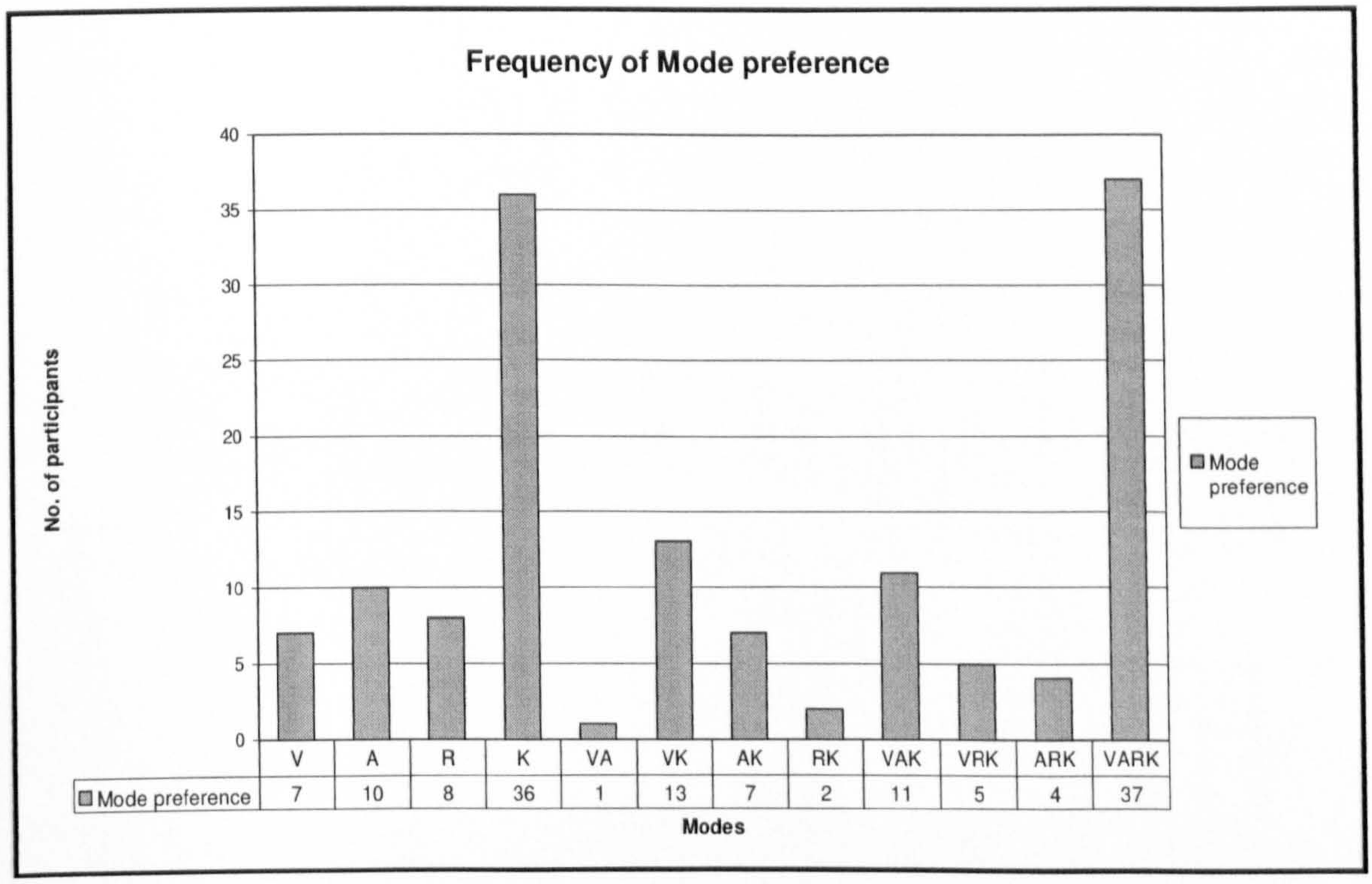
6.2.6 VARK (3.4 h)



Note: Response weighting used:

- Single mode = 1,
- 2 mode response = .5
- 3 modes = .33
- 4 modes = .25

App. 6. 70 **VARK individual question responses by mode, using pro-rata scores**



App. 6. 71 **VARK mode preferences from this study**

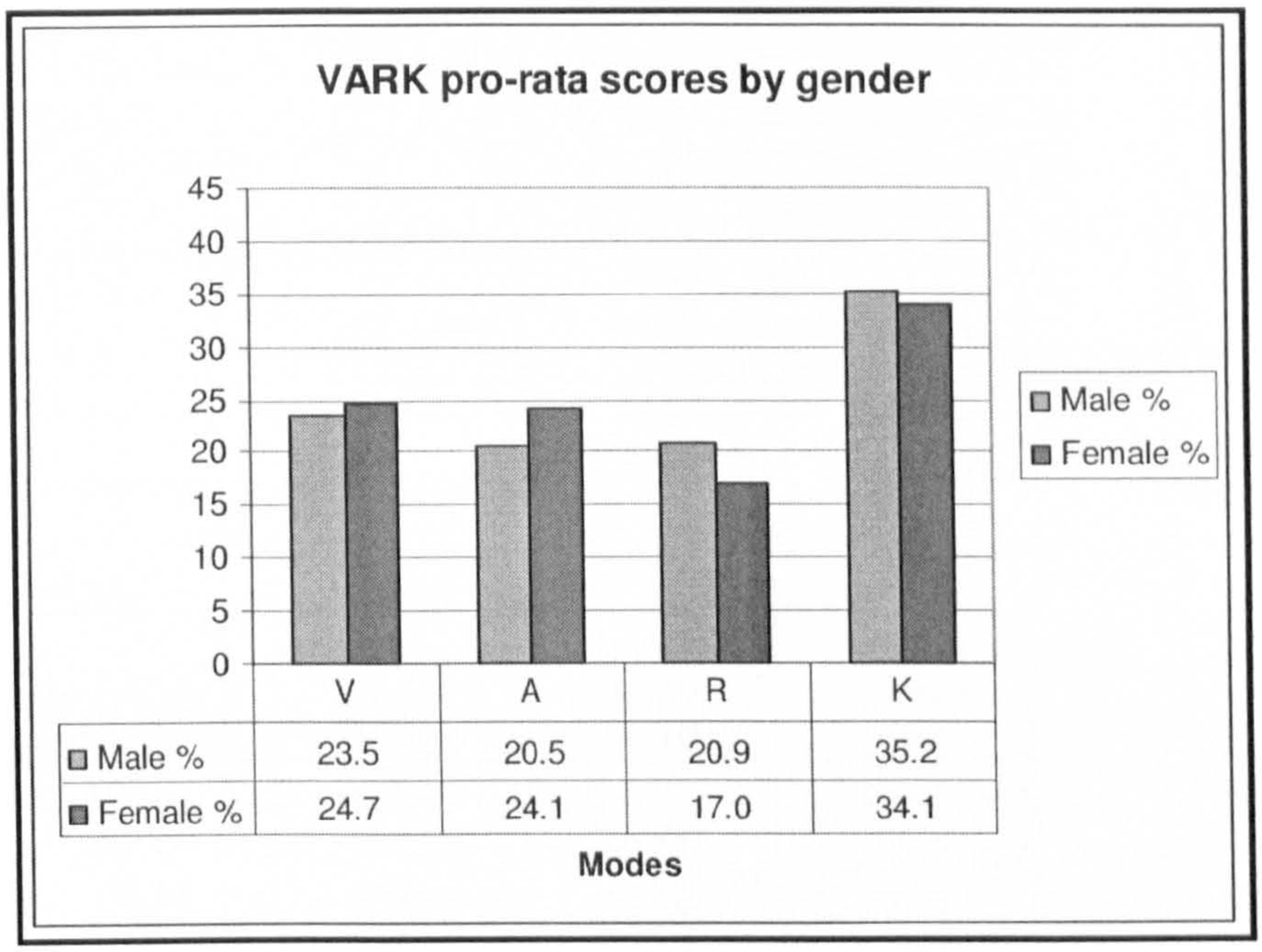
Single Mode	Mild	Strong	Very Strong	Total
Visual	2	1	4	7
Auditory	4	4	2	10
Read / Write	1	6	1	8
Kinaesthetic	12	11	13	36
Total	19	22	20	61

App. 6. 72 **VARK single mode strengths frequency**

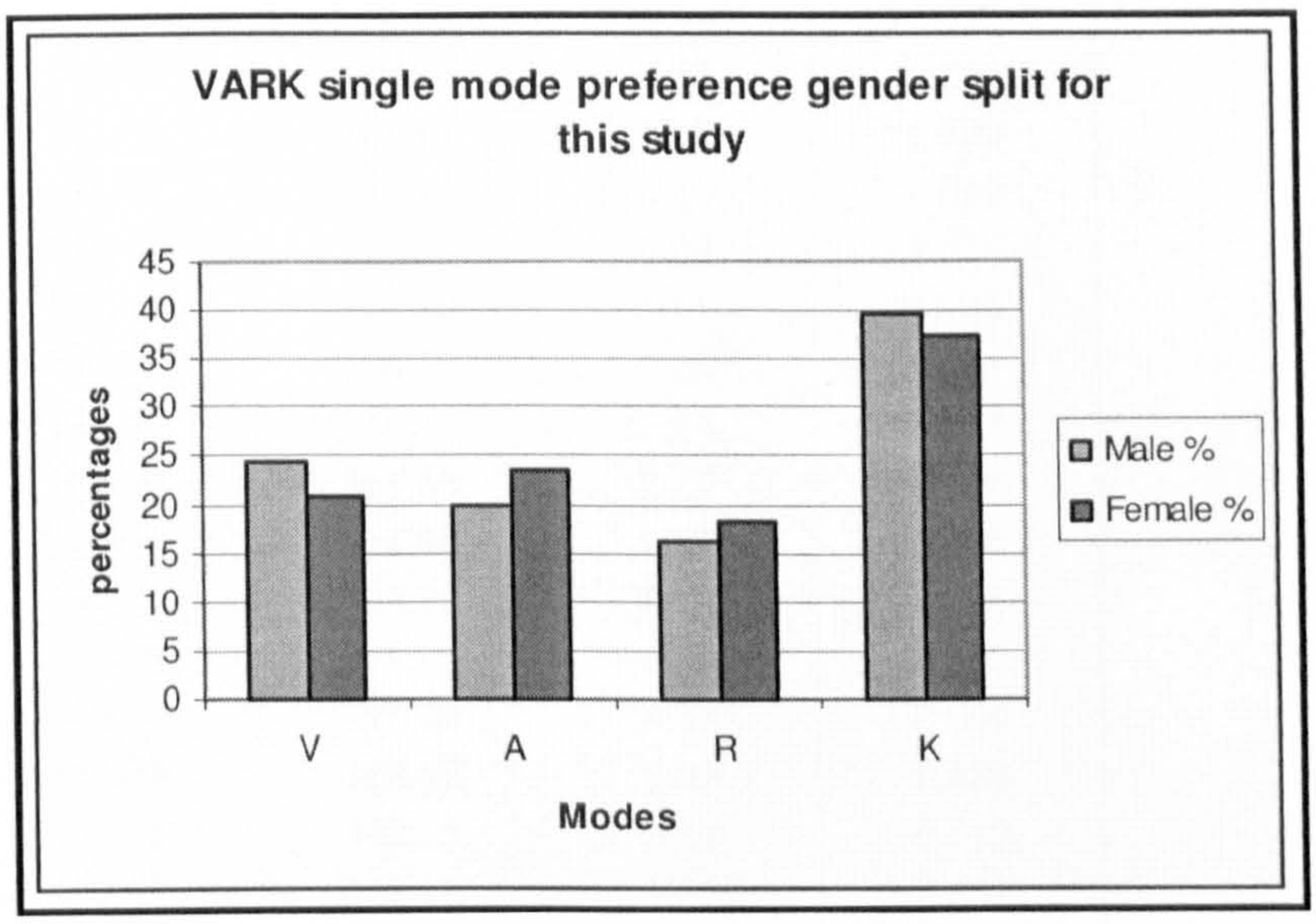
Single mode as Percentage	Mild	Strong	Very Strong
Visual	28.60%	14.30%	57.10%
Auditory	40%	40%	20%
Read / Write	12.40%	75.20%	12.40%
Kinaesthetic	33.30%	30.58%	36.10%

App. 6. 73 **VARK single mode strengths percentage**

VARK mode preference by gender



App. 6. 74 **VARK pro-rata mode scores by gender (including multimodal) for current study**



App. 6. 75 **VARK gender split for single mode only preferences**

6.2.7 Personality (3.4 j)

Big-5 reliability

Cases	Cronbach's Alpha	N of Items
96	.614	60

App. 6. 76 **Big-5 questions Reliability Statistics**

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	**Corrected Item-Total Correlation**	Cronbach's Alpha if Item Deleted
Big5 Q1	143.56	169.24	0.23	0.601
Big5 Q2	143.84	173.86	0.12	0.610
Big5 Q3	143.98	178.19	-0.02	0.620
Big5 Q4	142.75	174.67	0.20	0.607
Big5 Q5	143.59	183.04	-0.17	0.631
Big5 Q6	143.83	168.67	0.25	0.600
Big5 Q7	143.21	170.04	0.35	0.597
Big5 Q8	145.05	181.50	-0.14	0.623
Big5 Q9	143.50	177.24	0.02	0.616
Big5 Q10	143.84	171.23	0.17	0.606
Big5 Q11	143.58	165.40	0.33	0.592
Big5 Q12	144.03	177.00	0.03	0.615
Big5 Q13	143.58	174.16	0.11	0.611
Big5 Q14	143.38	170.53	0.25	0.601
Big5 Q15	143.65	176.25	0.04	0.616
Big5 Q16	143.90	168.33	0.27	0.598
Big5 Q17	142.94	171.30	0.32	0.600
Big5 Q18	143.01	173.76	0.18	0.606
Big5 Q19	143.38	172.93	0.19	0.605
Big5 Q20	143.07	175.06	0.16	0.608
Big5 Q21	144.29	168.25	0.32	0.596
Big5 Q22	143.52	176.55	0.07	0.613
Big5 Q23	144.04	169.75	0.22	0.602
Big5 Q24	144.16	175.42	0.08	0.613
Big5 Q25	143.57	174.33	0.14	0.608
Big5 Q26	143.91	169.96	0.21	0.603
Big5 Q27	144.29	173.26	0.17	0.607
Big5 Q28	143.18	179.16	-0.04	0.619
Big5 Q29	144.34	172.90	0.16	0.607
Big5 Q30	144.68	177.67	-0.01	0.620
Big5 Q31	143.86	167.00	0.35	0.593
Big5 Q32	143.77	178.52	-0.02	0.619
Big5 Q33	143.31	175.59	0.09	0.612
Big5 Q34	143.32	173.82	0.26	0.604
Big5 Q35	142.79	175.37	0.15	0.609
Big5 Q36	143.95	172.93	0.16	0.607
Big5 Q37	143.28	174.23	0.17	0.607

Cont.	Scale Mean if Item Deleted	Scale Variance if Item Deleted	**Corrected Item-Total Correlation**	Cronbach's Alpha if Item Deleted
Big5 Q38	143.30	182.11	-0.14	**0.628**
Big5 Q39	143.14	168.33	0.37	0.594
Big5 Q40	143.08	175.53	0.11	0.611
Big5 Q41	143.95	176.43	0.04	0.616
Big5 Q42	143.66	177.03	0.03	0.616
Big5 Q43	143.88	168.17	0.30	0.597
Big5 Q44	144.44	176.42	0.07	0.613
Big5 Q45	143.79	176.86	0.02	0.617
Big5 Q46	143.99	167.82	0.29	0.596
Big5 Q47	143.63	179.63	-0.06	0.621
Big5 Q48	143.30	170.49	0.26	0.600
Big5 Q49	142.72	177.97	0.05	0.613
Big5 Q50	143.26	174.03	0.17	0.607
Big5 Q51	144.35	175.62	0.07	0.614
Big5 Q52	143.32	176.66	0.05	0.614
Big5 Q53	143.05	176.72	0.09	0.612
Big5 Q54	143.75	171.43	0.23	0.603
Big5 Q55	143.64	176.97	0.01	0.618
Big5 Q56	144.06	172.86	0.12	0.610
Big5 Q57	144.21	182.21	-0.15	0.627
Big5 Q58	143.71	176.04	0.07	0.613
Big5 Q59	143.59	175.17	0.08	0.613
Big5 Q60	143.16	174.07	0.19	0.607

App. 6. 77 **Big-5 Item-Total Statistics, first run**

Cases	Cronbach's Alpha	Question excluded	N of Items
96	.614		60
	.628	Q38	59
	.644	Q5	58
	.657	Q57	57
	.664	Q30	56
	.674	Q55	55
	.713	Q8,15,32,45,47	50

App. 6. 78 **Least important Big-5 questions - Reliability Statistics**

Cases	Cronbach's Alpha	Costa & McCrae design (1) - Cronbach's Alpha	Costa & McCrae design (2) - Cronbach's Alpha	Factor	No. of Items
96	.908	.92	.86	Neuroticism	12
	.783	.90	.77	Extraversion	12
	.715	.91	.73	Openness	12
	.649	.77	.68	Agreeableness	12
	.764	.87	.81	Conscientiousn ess	12

Note: (1) Costa & McCrae design NEO-FFI - ABLSA sample (Costa and McCrae, 1992 p. 53)
(2) Costa & McCrae design NEO-FFI - Employment sample (Costa and McCrae, 1992 p. 53)

App. 6. 79 **Big-5 factors NEO-FFI Reliability statistics**

Big-5 Questions - Factor Analysis - PCA

KMO and Bartlett's Test

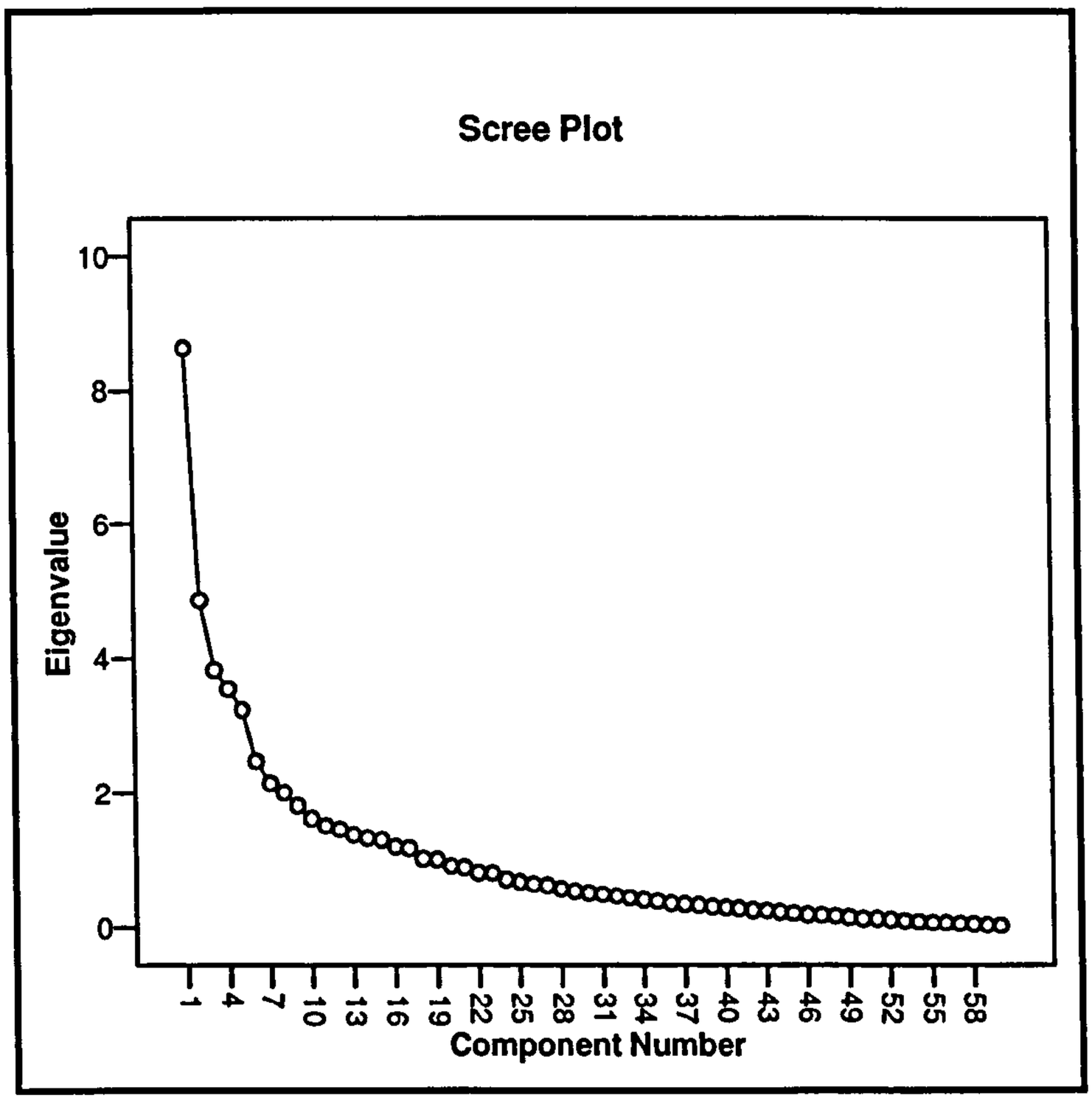
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.51
Bartlett's Test of Sphericity	Approx. Chi-Square	3265.30
	df	1770
	Sig.	.000

App. 6. 80 **Big-5 Factor analysis for individual questions**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.63	14.38	14.38	8.63	14.38	14.38
2	4.87	8.11	22.49	4.87	8.11	22.49
3	3.84	6.39	28.88	3.84	6.39	28.88
4	3.55	5.92	34.80	3.55	5.92	34.80
5	3.25	5.41	40.21	3.25	5.41	40.21
6	2.48	4.13	44.34	2.48	4.13	44.34
7	2.16	3.60	47.94	2.16	3.60	47.94
8	2.01	3.36	51.29	2.01	3.36	51.29
9	1.82	3.03	54.32	1.82	3.03	54.32
10	1.62	2.71	57.03	1.62	2.71	57.03
11	1.52	2.53	59.56	1.52	2.53	59.56
12	1.46	2.44	62.00	1.46	2.44	62.00
13	1.39	2.31	64.31	1.39	2.31	64.31
14	1.33	2.22	66.53	1.33	2.22	66.53
15	1.31	2.18	68.71	1.31	2.18	68.71
16	1.21	2.01	70.72	1.21	2.01	70.72
17	1.18	1.96	72.68	1.18	1.96	72.68
18	1.03	1.71	74.38	1.03	1.71	74.38
19	1.01	1.69	76.07	1.01	1.69	76.07
20	0.92	1.53	77.60			

Extraction Method: Principal Component Analysis.

App. 6. 81 **Big-5 questions PCA first 20 Eigen values**



App. 6. 82 **Big-5 Scree plot for individual questions**

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	7.90	13.17	13.17
2	4.47	7.45	20.61
3	4.16	6.93	27.55
4	4.11	6.84	34.39
5	3.49	5.82	40.21

Extraction Method: Principal Component Analysis.

App. 6. 83 **Big-5 Total variance for rotated Factor Analysis of individual questions**

Extraction Method: Principal Component Analysis.

N = Neuroticism E = Extraversion O = Openness A = Agreeableness C= Conscientiousness

Factor / Question		Component				
		1	2	3	4	5
N	Q6	0.79				
N	Q31	0.78				
N	Q26	0.77				
N	Q11	0.76				
N	Q16	0.75				
N	Q21	0.74				
N	Q46	0.68				
N	Q56	0.63				
N	Q51	0.63				
N	Q41	0.62	-0.34			
N	Q36	0.62				
N	Q1	0.48				
E	Q52	-0.41	0.34	0.41		
E	Q42	-0.41				
E	Q12	-0.37		0.32		
E	Q47	-0.34		0.32		
O	Q28	-0.33				
C	Q55	-0.38	0.64			
C	Q10		0.62			
C	Q25		0.60			
C	Q50		0.59			
C	Q15		0.51			
C	Q35		0.50			
C	Q30		0.47	-0.36		
C	Q40		0.44			
C	Q45		0.41			
C	Q20		0.35			
O	Q8					

Factor / Question		Component				
		1	2	3	4	5
E	Q17			0.68		
E	Q22			0.65		
E	Q2		-0.34	0.60		
E	Q37	-0.34	0.33	0.59		
E	Q57	-0.33		0.46		
E	Q7			0.45	0.35	
C	Q60			0.44		
E	Q27			0.43		
A	Q34			0.41		
E	Q32	-0.35		0.39		
A	Q4			0.38		0.33
O	Q48				0.77	
O	Q43				0.70	
O	Q23				0.70	
O	Q58				0.68	
O	Q13				0.64	
O	Q33				0.47	
O	Q18				0.38	
C	Q5		0.34		-0.36	
O	Q53				0.33	
O	Q3					
A	Q14		0.33			0.59
A	Q39					0.59
A	Q9	-0.36				0.58
A	Q54					0.58
A	Q59					0.49
A	Q19					0.48
A	Q44					0.47
A	Q24	-0.40				0.44
A	Q29					0.41
O	Q38					
A	Q49					

Rotation Method: Varimax with Kaiser Normalization - Rotation converged in 10 iterations

App. 6. 84 **Big 5 questions factor analysis Rotated Component Matrix, SPSS**

Big-5 Domain

T-score conversion

	Female								Male							
	N	E	O	A	C	*T*-score			N	E	O	A	C	*T*-score		
	39	42	41	45		74	VH			41	41	44		74	VH	high
	38					73	VH		35				48	73	VH	high
	37	41	40	44	48	72	VH		34	40	40	43	47	72	VH	high
					47	71	VH		33					71	VH	high
Very High	36	40	39			70	VH			39	39	42	46	70	VH	high
	35	39		43	46	69	VH		32		38			69	VH	high
	34		38			68	VH		31	38		41	45	68	VH	high
		38	37	42	45	67	VH		30	37	37		44	67	VH	high
	33				44	66	VH					40		66	VH	high
	32	37	36	41		65	H		29	36	36		43	65	H	high
	31		35		43	64	H		28		35	39		64	H	high
		36		40		63	H		27	35			42	63	H	high
	30	35	34		42	62	H			34	34	38	41	62	H	high
	29			39		61	H		26					61	H	high
High	28	34	33		41	60	H		25	33	33	37	40	60	H	high
			32	38	40	59	H		24					59	H	high
	27	33				58	H			32	32	36	39	58	H	high
	26	32	31	37	39	57	H		23		31		38	57	H	high
	25					56	H		22	31		35		56	H	high
	24	31	30	36	38	55	A		21	30	30		37	55	A	ave
						54	A					34		54	A	ave
	23	30	29	35	37	53	A		20	29	29		36	53	A	ave
	22		28		36	52	A		19		28	33	35	52	A	ave
	21	29		34		51	A		18	28				51	A	ave
Average		28	27		35	50	A			27	27	32	34	50	A	ave
	20					49	A		17					49	A	ave
	19	27	26	33	34	48	A		16	26	26	31	33	48	A	ave
	18		25			47	A		15					47	A	ave
		26		32	33	46	A			25	25	30	32	46	A	ave
	17	25	24		32	45	A		14		24		31	45	A	ave
	16			31		44	L		13	24		29		44	L	low
	15	24	23		31	43	L			23	23		30	43	L	low
			22	30		42	L		12			28		42	L	low
	14	23			30	41	L		11	22	22		29	41	L	low
Low	13		21	29	29	40	L		10		21	27	28	40	L	low
	12	22				39	L			21				39	L	low
		21	20	28	28	38	L		9	20	20	26	27	38	L	low
	11					37	L		8					37	L	low
	10	20	19	27	27	36	L		7	19	19	25	26	36	L	low
	9		18			35	L						25	35	L	low
	8	19		26	26	34	VL		6	18	18	24		34	VL	low
		18	17		25	33	VL		5	17	17		24	33	VL	low
	7			25		32	VL		4			23		32	VL	low
	6	17	16		24	31	VL			16	16		23	31	VL	low
Very Low	5		15			30	VL		3			22	22	30	VL	low
		16		24	23	29	VL		2	15	15			29	VL	low
	4		14			28	VL		1		14	21	21	28	VL	low
	3	15		23	22	27	VL			14				27	VL	low
	2	14	13		21	26	VL		0		13	20	20	26	VL	low

Cont.	N	E	O	A	C	Female t-score		N	E	O	A	C	Male t-score	
						25						19	25	
					20	24							24	
						23						18	23	
					19	22							22	
					18	21						17	21	
						20						16	20	
					17	19							19	
						18						15	18	
					16	17							17	
						16						14	16	
						15						13	15	

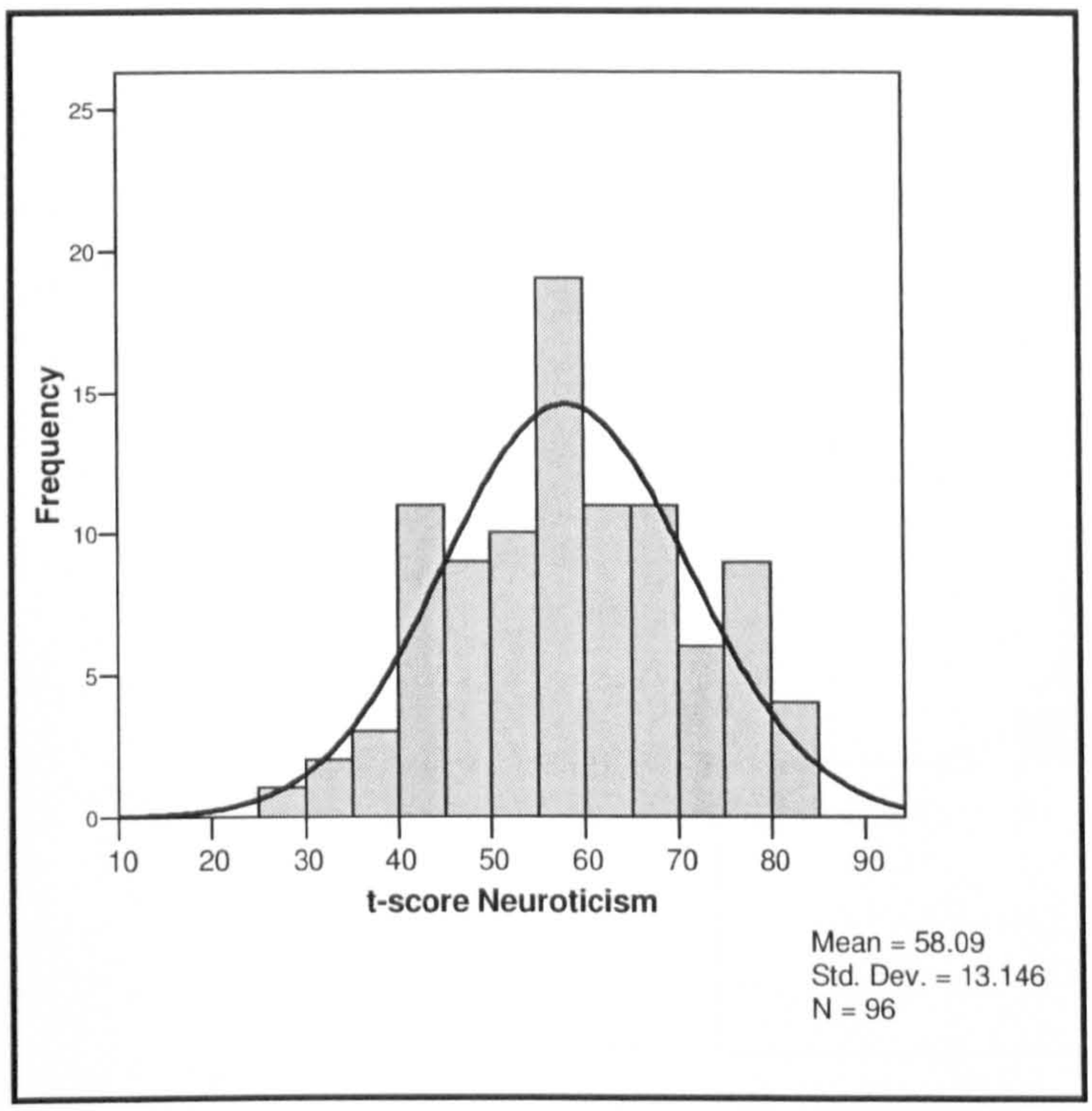
App. 6. 85 **Big-5 *T*-score conversion table, with extension of the lower scale by approximation**

Frequency

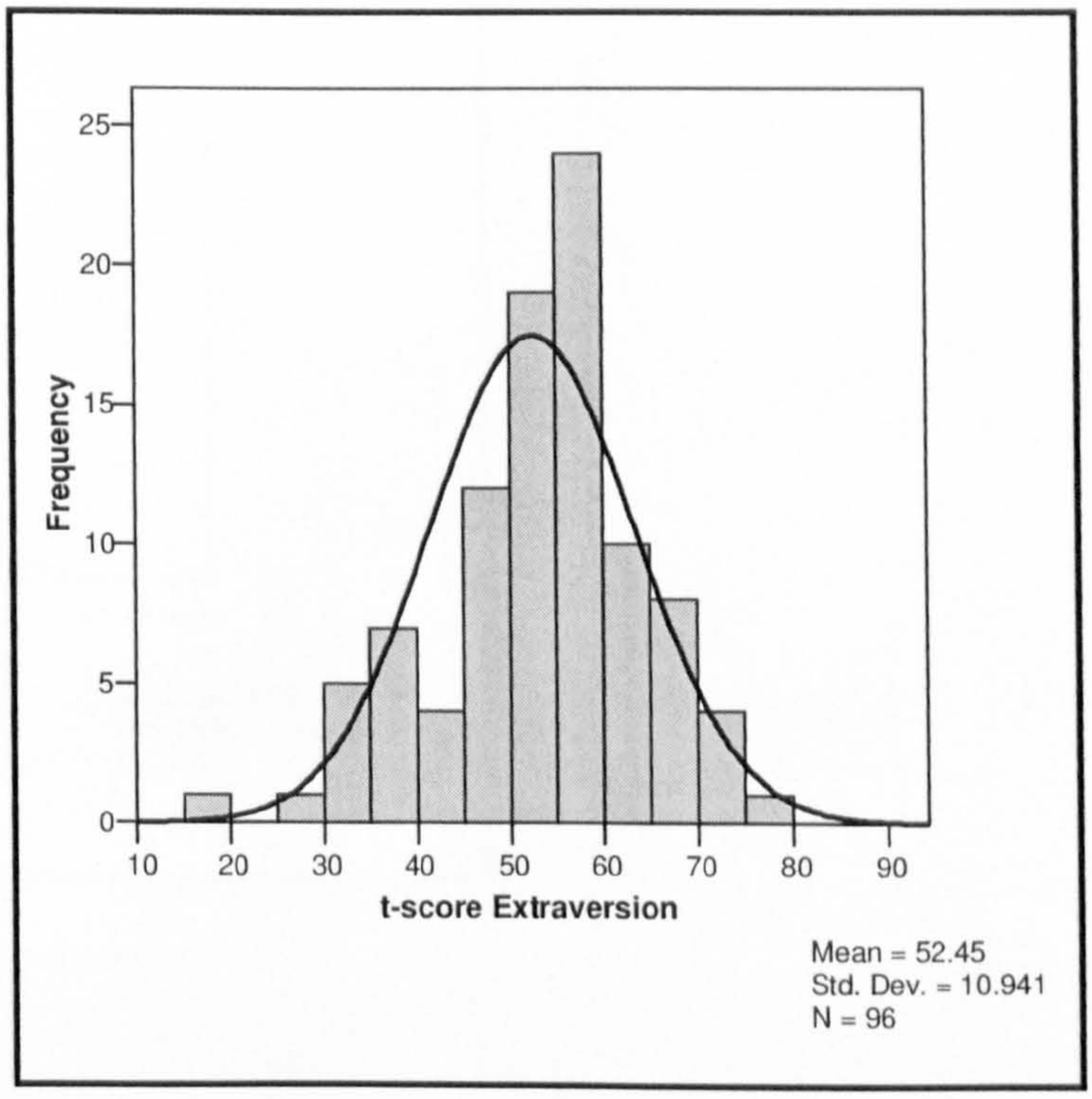
Statistics N =96	*T*-score Neuroticism	*T*-score Extraversion	*T*-score Openness	*T*-score Agreeableness	*T*-score Conscientiousness
Mean	58.09	52.45	53.45	44.63	43.17
Median	56.00	53.00	53.00	44.00	43.00
Mode	55	58	50(a)	42	46
Std. Deviation	13.15	10.94	10.47	11.91	11.22
Skewness	0.03	-0.44	-0.10	-0.06	-0.20
Std. Error of Skewness	0.25	0.25	0.25	0.25	0.25
Kurtosis	-0.63	0.47	-0.67	-0.64	-0.12
Std. Error of Kurtosis	0.49	0.49	0.49	0.49	0.49
Minimum	27	19	31	18	15
Maximum	85	79	74	69	67

a Multiple modes exist. The smallest value is shown

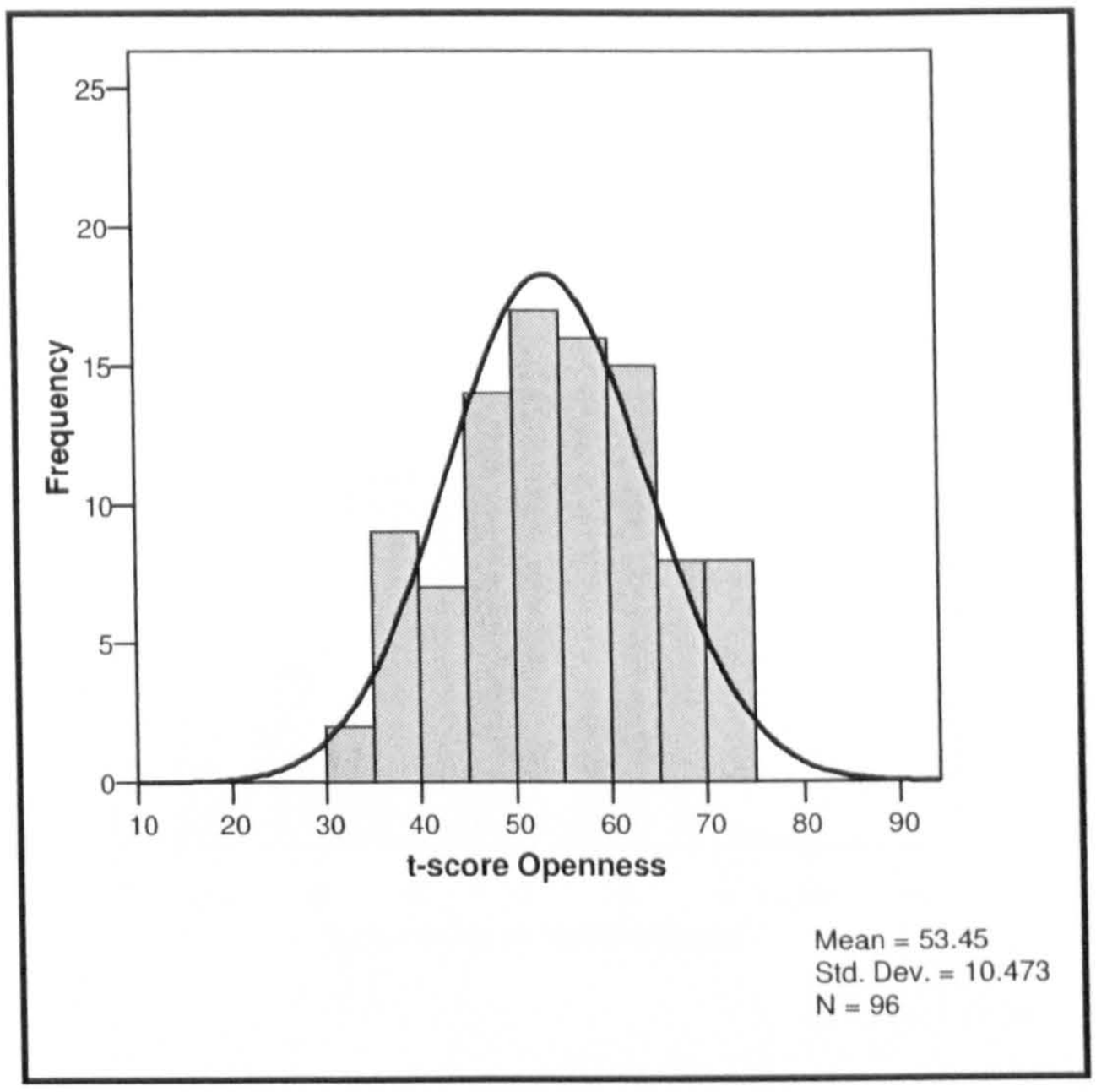
App. 6. 86 **Big-5 Domain frequencies**



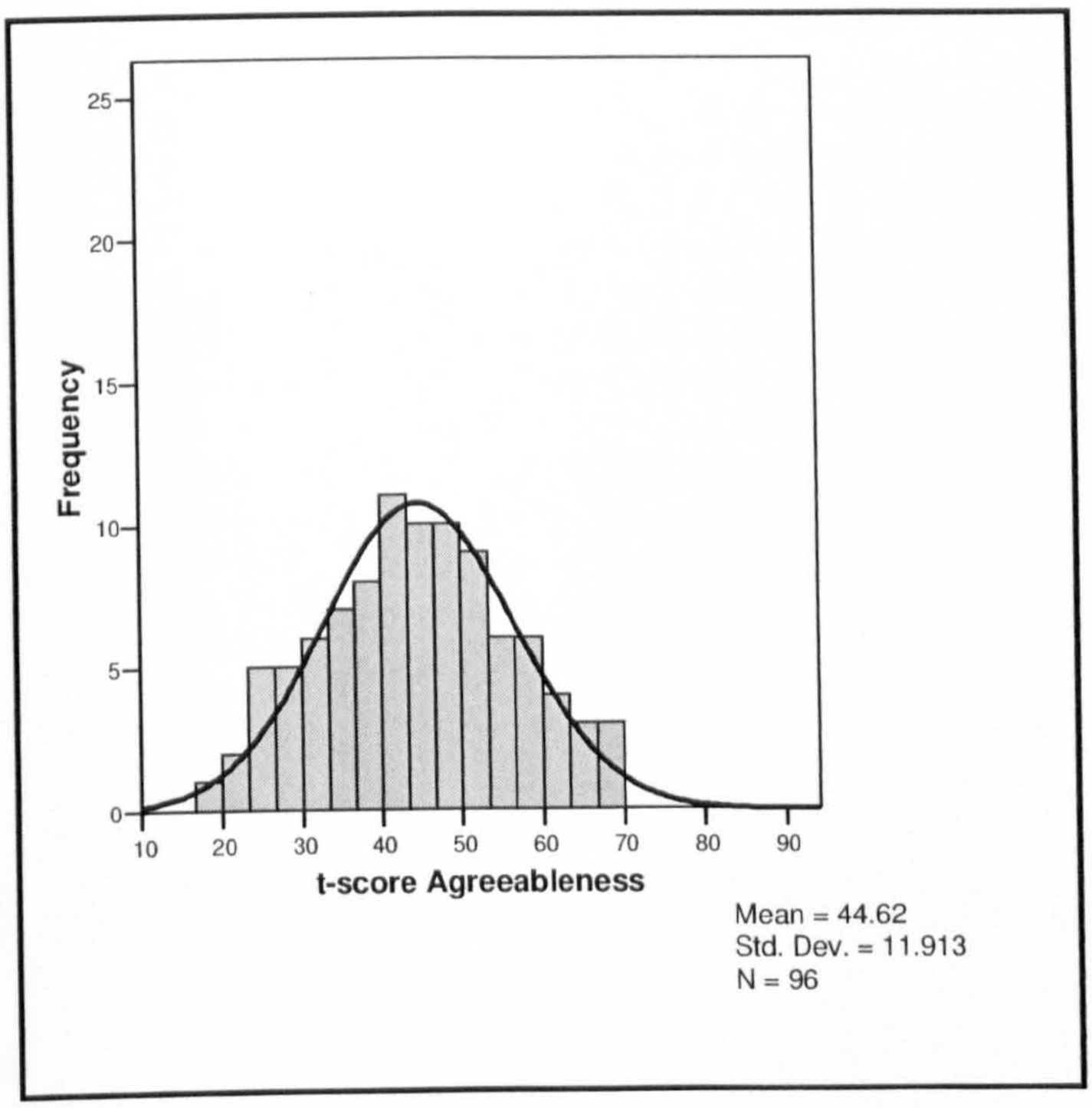
App. 6. 87 **Neuroticism *T*-score distribution plot**



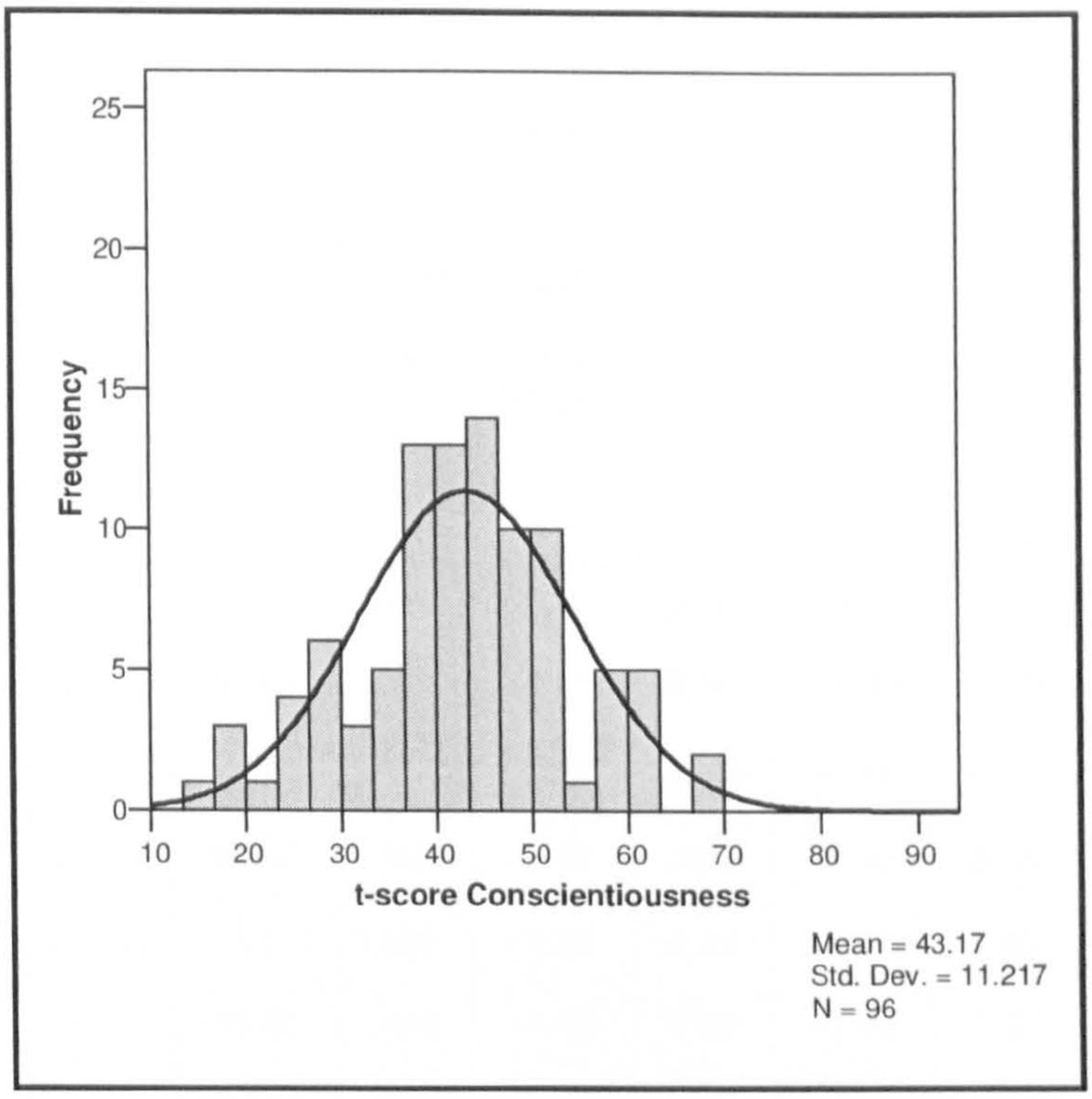
App. 6. 88 **Extraversion *T*-score distribution plot**



App. 6. 89 **Openness *T*-score distribution plot**



App. 6. 90 **Agreeableness *T*-score distribution plot**



App. 6. 91 **Conscientiousness *T*-score distribution plot**

Cluster Membership

Case Number	Cluster	Distance
13	2	20.60
17	2	37.37
19	2	29.25
23	2	21.78
27	1	22.69
965	2	21.94
977	1	37.48
981	2	21.13
1027	2	8.77
1036	2	18.34
1041	2	21.56
1080	1	11.65
1085	2	12.47
1089	2	14.09
1108	2	23.14
1127	2	22.05
1131	2	17.82
1140	2	13.35
1172	2	19.26
1186	2	18.13
1190	2	16.80
1195	2	12.42
1203	1	27.41
1213	2	17.99
1233	2	23.03
1238	2	26.41
1255	1	18.80
1256	2	17.24
1262	1	17.34
1279	2	36.56
1280	2	23.32
1286	2	30.35
1287	1	28.52
1288	2	28.75
1293	2	25.87
1298	2	19.96
1302	2	25.59
1303	2	22.65
1306	2	34.10
1310	2	18.46
1320	2	10.92
1322	1	9.98
1339	1	20.87
1340	2	31.87
1341	1	12.94
1342	2	33.69
1358	1	19.32
1366	2	17.58
1374	1	21.80
1436	2	14.13
1441	2	27.98
1442	2	12.89
1452	2	23.49
1461	2	32.08
1463	2	39.55
1464	2	16.76
1478	1	28.42
1490	1	24.41
1558	2	26.21
1580	2	10.89
1586	2	21.35
1592	2	15.05
1598	2	26.00
1617	2	35.44
1632	2	21.01
1650	2	11.79
1661	1	12.69
1663	2	11.43
1665	2	19.83
1669	2	23.60
1670	1	12.48
1672	2	30.03
1673	2	16.29
1674	2	10.42
1676	2	19.74
1680	2	10.18
1683	1	33.72
1686	2	26.35
1688	2	8.38
1691	2	15.12
1693	2	27.62
1694	1	31.22
1696	2	20.06
1699	2	23.12
1700	2	23.17
1701	1	7.50
1702	2	18.33
1705	1	8.64
1706	2	37.47
1707	1	26.02
1708	2	19.95
1709	2	18.76
1710	2	28.64
1711	2	28.92
1712	1	25.29
1717	2	17.47

App. 6. 95 **Big 5 K-mean cluster membership**

6.3 Relationship between measures

6.3.1 Between Measures

Correlations

N=53		VCI ss	WMI ss	POI ss	PSI ss
VCI ss	Pearson Correlation	1	0.153	0.185	-0.144
	Sig. (2-tailed)		0.273	0.184	0.305
WMI ss	Pearson Correlation		1	0.245	0.104
	Sig. (2-tailed)			0.077	0.46
POI ss	Pearson Correlation			1	.339*
	Sig. (2-tailed)				0.013
PSI ss	Pearson Correlation				1
	Sig. (2-tailed)				

* Correlation is significant at the 0.05 level (2-tailed).

App. 6. 96 **WAIS indices correlation [matched/combined], restricted to cases with MI data**

Correlations

N=53		Naturalist	Musical	Logical	Existential	Interpersonal	Kinaesthetic	Verbal	Intrapersonal	Visual
VCI ss	Pearson Correlation	-0.058	-0.13	-0.047	0.131	-0.01	-0.17	0.027	.280*	0.104
	Sig. (2-tailed)	0.681	0.354	0.74	0.349	0.944	0.224	0.848	0.042	0.46
WMI ss	Pearson Correlation	-0.09	0.117	0.124	-0.055	-0.024	0.032	-0.056	-0.049	0.059
	Sig. (2-tailed)	0.522	0.405	0.377	0.695	0.865	0.82	0.693	0.726	0.676
POI ss	Pearson Correlation	0.229	0.067	0.259	-0.119	-0.102	0.153	-0.123	-0.207	.330*
	Sig. (2-tailed)	0.099	0.634	0.061	0.398	0.469	0.274	0.38	0.136	0.016
PSI ss	Pearson Correlation	0.147	0.027	0.115	-0.117	-0.126	0.131	-0.164	-.325*	0.157
	Sig. (2-tailed)	0.294	0.849	0.413	0.402	0.368	0.351	0.239	0.018	0.261

* Correlation is significant at the 0.05 level (2-tailed).

App. 6. 97 **WAIS indices [matched/combined] and MI Correlation**

t-scores for	Pearson Correlation	Naturalist	Musical	Logical	Existential	Interpersonal	Kinaesthetic	Verbal	Intrapersonal	Visual
Neuroticism	r =	-0.050	0.057	-0.011	0.048	-0.043	**-**.230(*)	0.016	0.007	-0.065
Sig.	(2-tailed)	0.636	0.589	0.914	0.648	0.685	0.028	0.881	0.948	0.535
Extraversion	r =	.256(*)	0.181	0.06	0.007	.275(**)	**.336**(**)	0.044	0.132	0.039
Sig.	(2-tailed)	0.014	0.085	0.569	0.947	0.008	0.001	0.676	0.21	0.711
Openness	r =	**.308**(**)	.285 (**)	-0.119	**.546** (**)	0.189	0.146	**.304** (**)	**.405** (**)	.275 (**)
Sig.	(2-tailed)	0.003	0.006	0.26	0	0.071	0.166	0.003	0	0.008
Agreeableness	r =	0.173	0.205	0.03	0.147	**.380**(**)	0.131	-0.013	.253 (*)	.210 (*)
Sig.	(2-tailed)	0.1	0.05	0.778	0.162	0	0.212	0.901	0.015	0.044
Conscientiousness	r =	-0.093	-0.068	.287 (**)	**-**.216 (*)	-0.065	.222(*)	-0.074	-0.043	0.089
Sig.	(2-tailed)	0.377	0.522	0.006	0.038	0.54	0.033	0.483	0.685	0.397

* Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).
Bold = strong / moderate correlation

App. 6. 98 **Big 5 and MI Pearson correlation (N=92)**

Statistics		*T*-score Neuroticism	*T*-score Extraversion	*T*-score Openness	*T*-score Agreeableness	*T*-score Conscientiousness
N =96	Mean	58.09	52.45	53.45	44.63	43.17
MI-G1 N=42	Mean	58.21	50.6	48.98	42.74	44.69
MI-G2 N=50	Mean	58.1	53.64	57.16	46.18	41.8

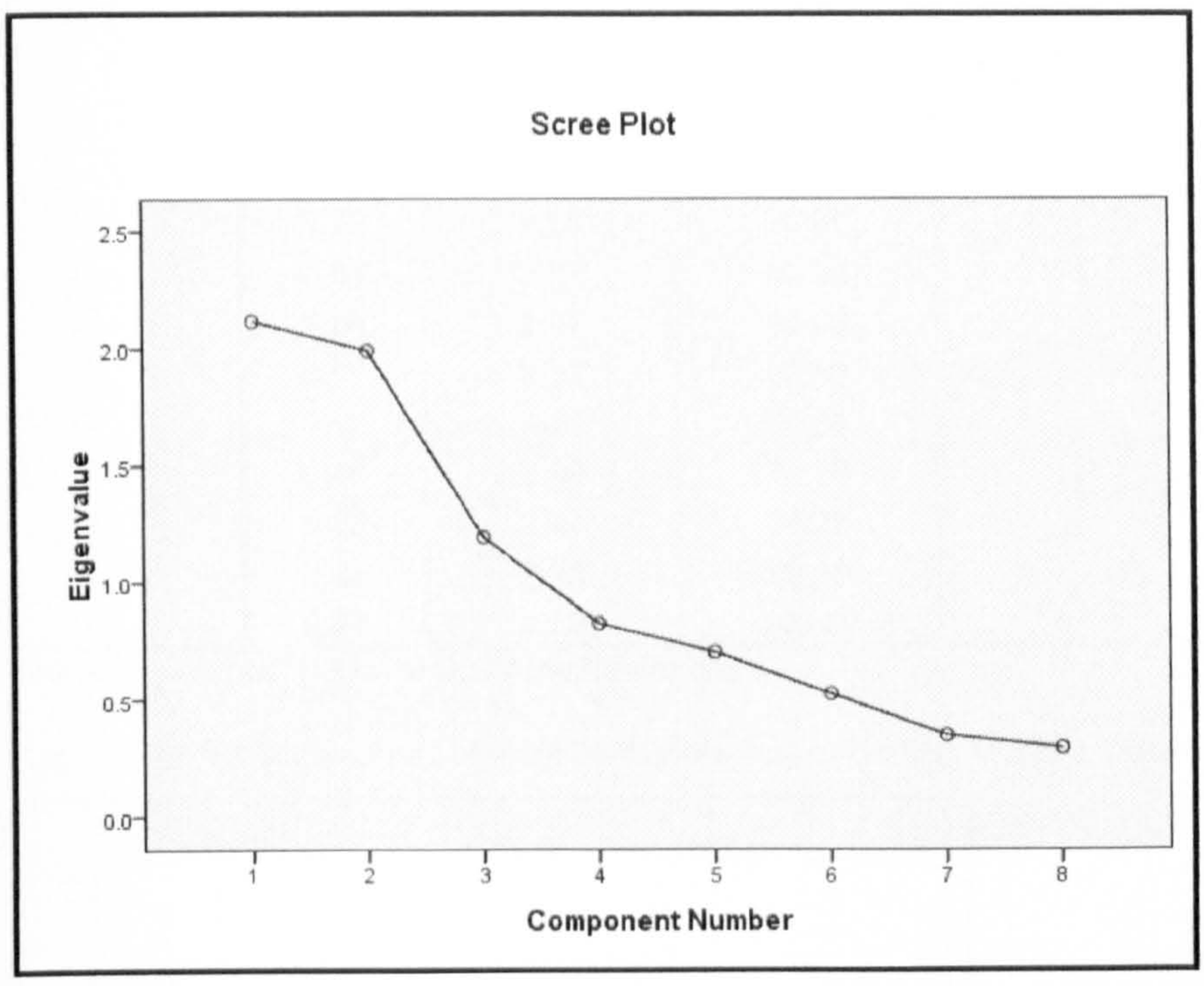
App. 6. 99 **MI clusters personality means**

6.3.2 Combined measures PCA

Combined measures with WAIS

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.57
Bartlett's Test of Sphericity	Approx. Chi-Square	54.31
	df	28
	Sig.	.002

App. 6. 100 **Factor analysis of combined sub-totals inc. WAIS, KMO**



App. 6. 101 **Factor analysis of combined sub-totals with WAIS, scree plot**

Component Transformation Matrix

Component	1	2	3
1	.45	.52	.73
2	.74	-.67	.01
3	-.49	-.53	.69

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

App. 6. 102 **Component Transformation Matrix for combined measures including WAIS**

Combined without WAIS and BDA

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.73
Bartlett's Test of Sphericity	Approx. Chi-Square	345.76
	df	120
	Sig.	.000

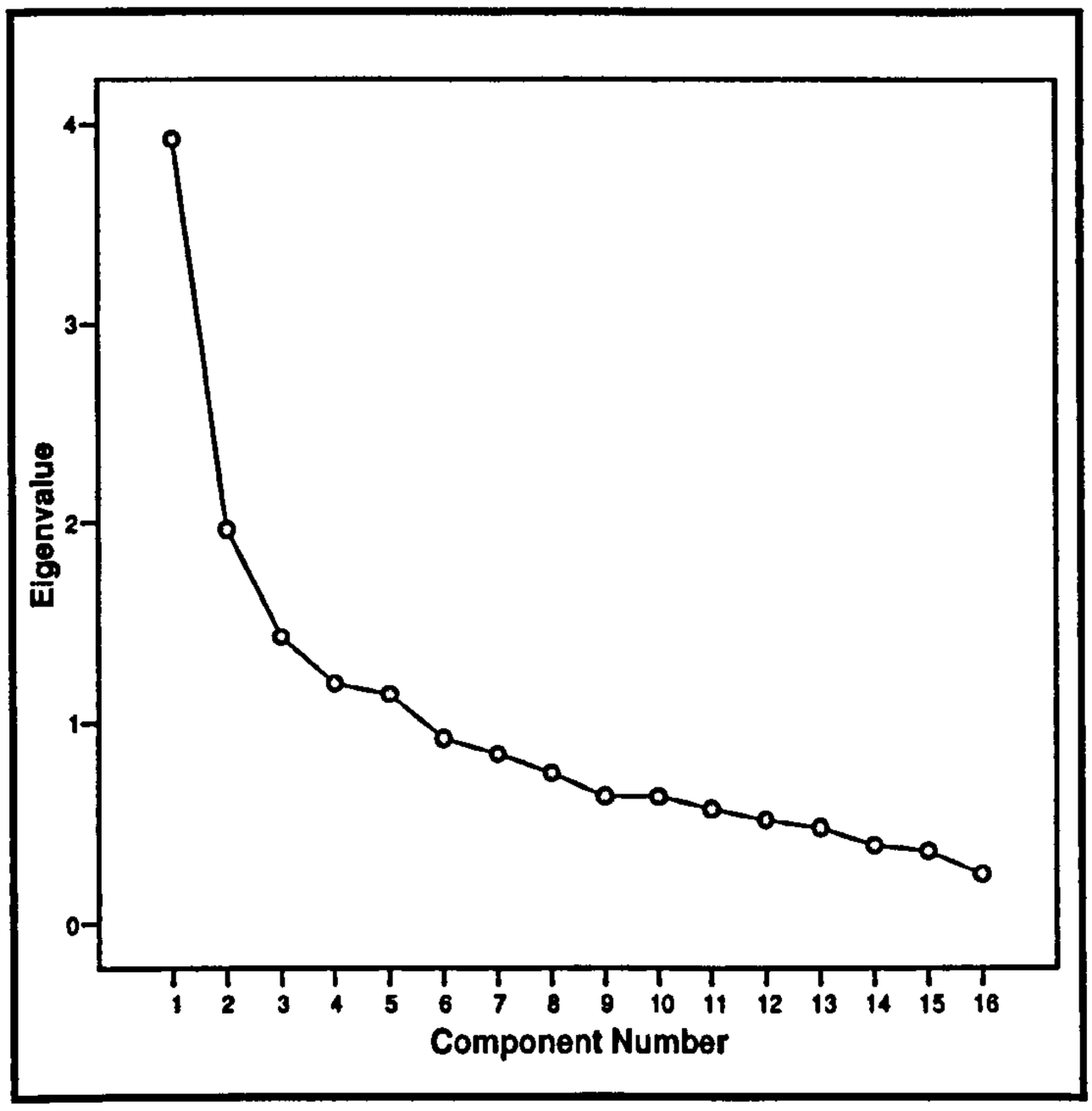
App. 6. 103 **Factor analysis of combined sub-totals excluding WAIS - KMO**

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.93	24.54	24.54	3.926	24.540	24.540
2	1.96	12.27	36.81	1.963	12.272	36.811
3	1.43	8.92	45.73	1.426	8.915	45.726
4	1.20	7.49	53.21	1.198	7.486	53.212
5	1.14	7.15	60.36	1.144	7.152	60.364
6	0.92	5.76	66.12			
7	0.84	5.28	71.40			
8	0.75	4.68	76.07			
9	0.64	3.97	80.05			
10	0.64	3.97	84.02			
11	0.57	3.57	87.59			
12	0.52	3.23	90.81			
13	0.48	2.98	93.79			
14	0.39	2.44	96.23			
15	0.36	2.25	98.48			
16	0.24	1.52	100.00			

Extraction Method: Principal Component Analysis.

App. 6. 104 **Factor analysis of combined sub-totals excluding WAIS - Total variance**



App. 6. 105 **Factor analysis of combined sub-totals without WAIS, scree plot**

Component Transformation Matrix

Component	1	2	3	4	5
1	**0.68**	0.49	0.34	0.40	0.16
2	**-0.65**	0.08	**0.56**	0.46	0.23
3	0.09	-0.15	**0.57**	-0.14	**-0.79**
4	-0.32	**0.81**	-0.30	-0.03	-0.40
5	-0.04	0.29	0.40	**-0.78**	0.38

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

App. 6. 106 **Combined measures without WAIS, Transformation matrix**

6.3.3 Combined K-mean Cluster Analysis

Case Summaries

Combined measures, matched WAIS indices, k-mean cluster		Universal key	Gender	age	Distance of Case from its Classification Cluster Center
Cmb cl1	1	13	female	39	31.74
	2	1131	female	21	40.08
	3	1186	female	27	28.99
	4	1203	male	21	33.60
	5	1233	male	und 21	29.78
	6	1288	male	23	34.76
	7	1339	female	21	37.26
	8	1340	female	28	27.15
	9	1358	female	35	37.18
	10	1490	female		40.45
	11	1650	female	22	32.61
	12	1671	female	20	25.45
	13	1675	male		20.23
	14	1677	male	21	39.37
	15	1688	female	20	40.75
	16	1695	male	20	34.39
	17	1699	male	Over 25	35.45
	Total N	17	17	17	17
Cmb cl2	1	19	female	21	28.76
	2	1080	female	21	38.16
	3	1195	female	23	16.46
	4	1255	female	49	38.61
	5	1279	male	25	39.71
	6	1286	female	und 21	35.63
	7	1287	female	25	38.79
	8	1293	male	24	35.73
	9	1320	female	21	37.02
	10	1322	female	23	27.28
	11	1374	female	30	35.69
	12	1461	female	20	35.83
	13	1580	male	47	27.76
	14	1617	female	42	54.48
	15	1704	female	20	37.05
	Total N	15	15	15	15
Total		32	32	32	32

Note: Distance of 4 indicates a typical case,
Distances greater than 25 indicate case is not representative of the cluster

App. 6. 107 **Combined measures K-mean cluster cases (matched WAIS)**

Final Cluster Centers			ANOVA					
	Cluster		Cluster		Error		F	Sig.
	CmbA cl1	CmbA cl2	Mean Square	df	Mean Square	df		
T-score Neuroticism	66.7	50.7	5831.69	1	109.09	90	**53.46**	0.000
T-score Extraversion	45.0	58.6	4189.34	1	78.09	90	**53.65**	0.000
T-score Openness	50.6	55.9	652.33	1	100.45	90	6.49	0.013
T-score Agreeableness	41.8	47.1	641.12	1	140.39	90	4.57	0.035
T-score Conscientiousness	41.4	44.6	227.24	1	129.52	90	1.75	0.189
Naturalist	4.5	6.0	53.75	1	5.82	90	9.24	0.003
Musical	4.5	5.7	33.13	1	4.27	90	7.75	0.007
Logical	5.0	5.6	7.87	1	3.64	90	2.16	0.145
Existential	5.0	6.1	27.81	1	6.65	90	4.18	0.044
Interpersonal	3.6	5.2	60.30	1	4.20	90	14.34	0.000
Kinaesthetic	4.8	7.2	132.76	1	5.48	90	**24.24**	0.000
Verbal	2.9	3.6	12.25	1	3.63	90	3.37	0.070
Intrapersonal	7.4	8.1	12.01	1	4.54	90	2.65	0.107
Visual	4.5	5.8	40.21	1	3.90	90	10.30	0.002
MI total	42.3	53.5	2890.31	1	118.32	90	**24.43**	0.000
Visual Learner	3.7	4.0	2.43	1	4.88	90	0.50	0.483
Auditory Learner	3.7	4.3	9.74	1	5.82	90	1.67	0.199
Read to Learn	3.7	3.1	7.97	1	4.52	90	1.76	0.187
Kinesthetic Learner	5.1	5.9	11.79	1	5.35	90	2.21	0.141

App. 6. 108 **Alternative measure combination, K-mean results**

Chapter 7 Appendices

7.1 Experience of dyslexia in HE

age group identified		Frequency	Percent	Cumulative Percent
Valid	<11 yrs	51	29.50	29.50
	11-15 yrs	20	11.60	41.00
	16-17 yrs	18	10.40	51.40
	18-24 yrs	43	24.90	76.30
	25-29 yrs	5	2.90	79.20
	30-39 yrs	19	11.00	90.20
	40-49yrs	13	7.50	97.70
	50 yrs and over	4	2.30	100.00
Total		173	100.00	

App. 7. 1 **Age group when dyslexia identified [Dyslexia Background]**

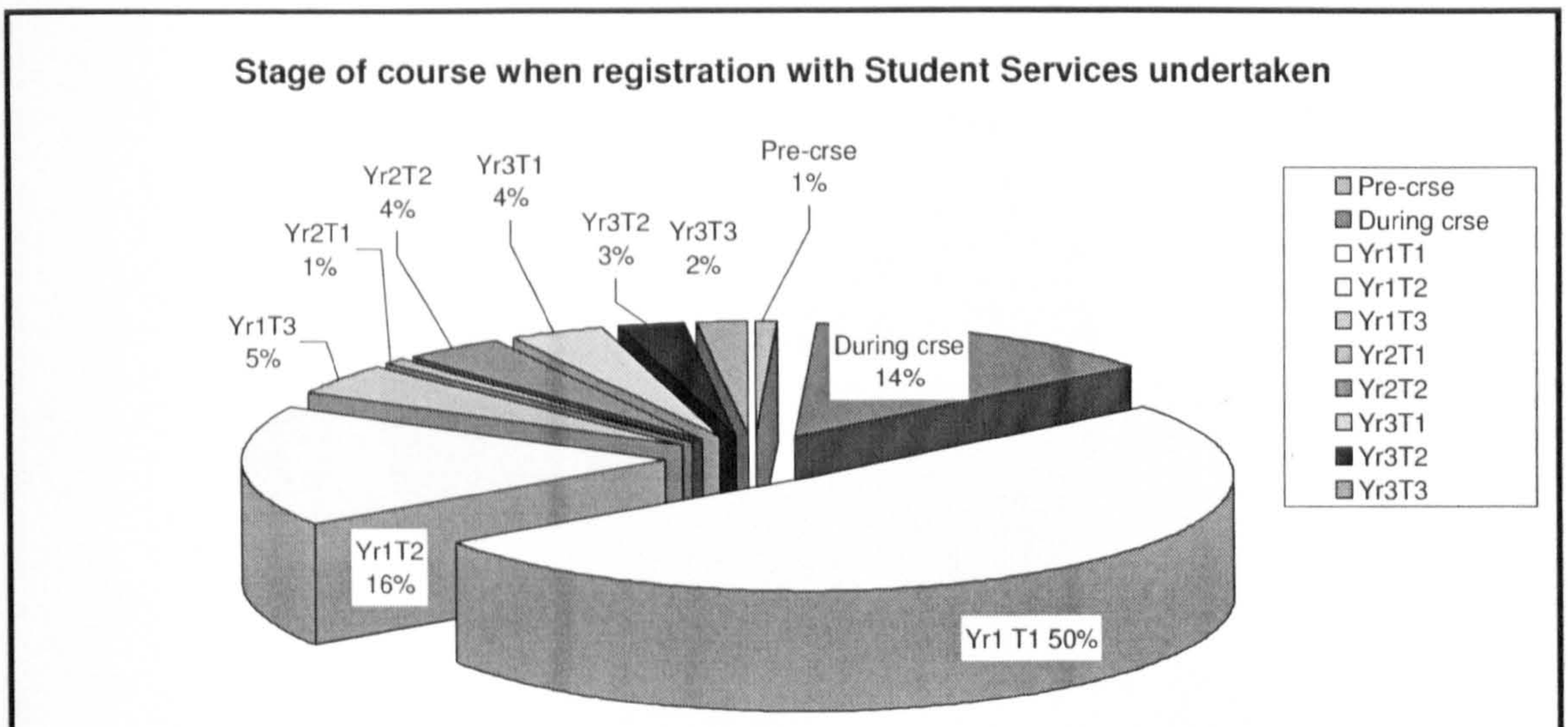
	Frequency		Percentage	
N = 173	Male	Female	Male	Female
<11 yrs	31	20	47.69	18.52
11-15 yrs	7	13	10.77	12.04
16-17 yrs	3	15	4.62	13.89
18-24 yrs	14	29	21.54	26.85
25-29 yrs	2	3	3.08	2.78
30-39 yrs	4	15	6.15	13.89
40-49yrs	2	11	3.08	10.19
50 yrs and over	2	2	3.08	1.85
Total	65	108	100	100

App. 7. 2 **Completed Dyslexia background questionnaire with age group dyslexia identified / gender**

	Coates	N=279	Research	N = 173
	Male	Female	Male	Female
<11	20.93	11.33	47.69	18.52
11-15	17.83	12.67	10.77	12.04
16-17	17.83	11.33	4.62	13.89
18-24	27.91	34.00	21.54	26.85
25+	15.50	30.67	15.38	28.70
	100.00	100.00	100.00	100.00

App. 7. 3 **Age identified by gender comparison with Coates data, percentages**See *Appendix 2.1* for Coates data

7.1.1 Identification and registration

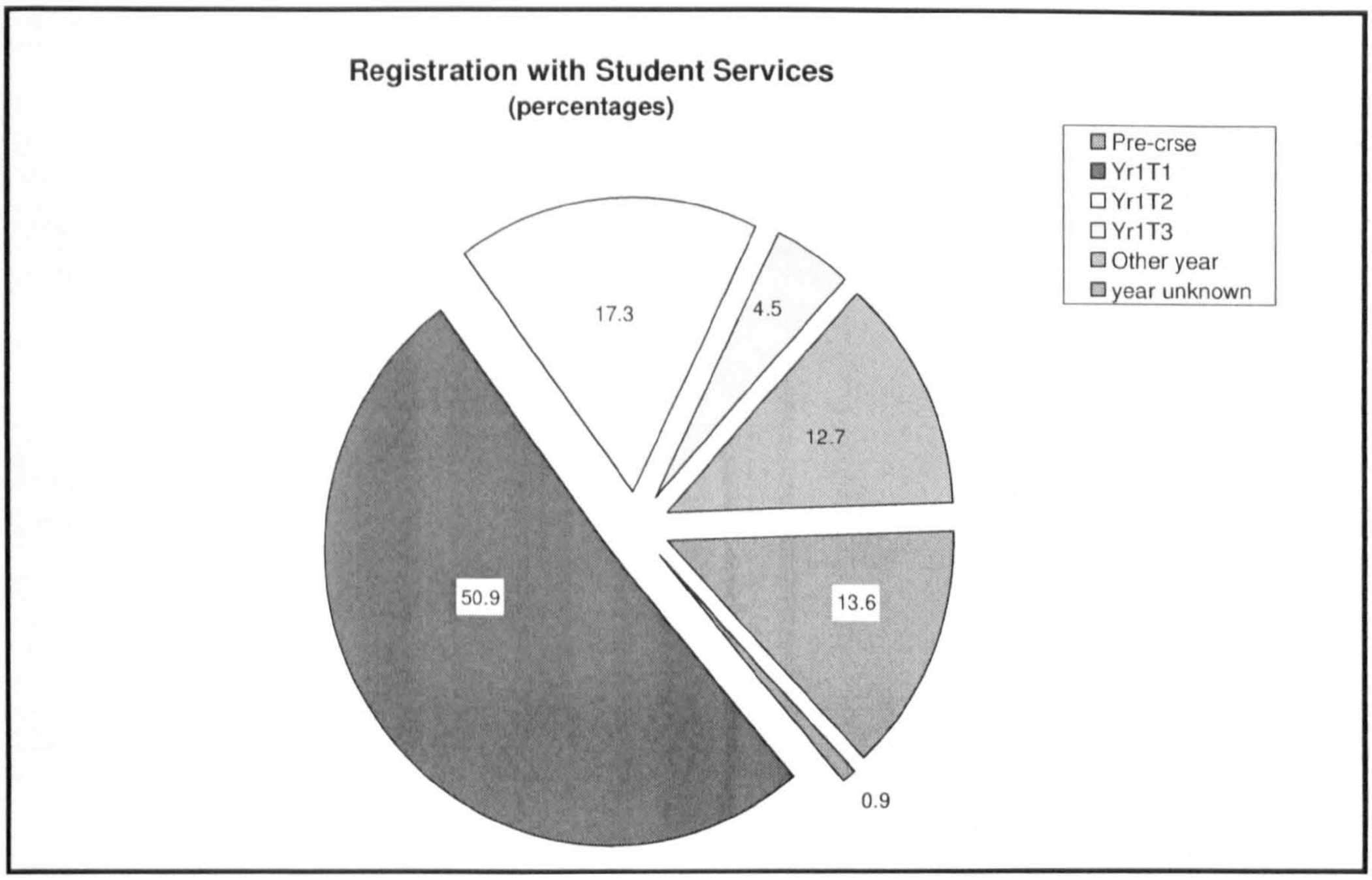


Year / Term reg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-course	1	.1	.9	.9
	Yr1T1	56	3.3	50.9	51.8
	Yr1T2	19	1.1	17.3	69.1
	Yr1T3	5	.3	4.5	73.6
	Yr2T1	1	.1	.9	74.5
	Yr2T2	4	.2	3.6	78.2
	Yr3T1	4	.2	3.6	81.8
	Yr3T2	3	.2	2.7	84.5
	Yr3T3	2	.1	1.8	86.4
	During course	15	.9	13.6	100.0
	Total	110	6.4	100.0	
Missing	System	1609	93.6		
Total		1719	100.0		

Note: First term of a course is represented as year 1 term 1 (Yr1T1)

App. 7. 4 **Support registration by term, percentages [Leavers]**



App. 7. 5 **Support registration, [Leavers]**

Courses

Friends		Frequency	Percent	Cumulative Percent
Valid	not at all	74	58.7	58.7
	some	25	19.8	78.6
	quite a bit	20	15.9	94.4
	great deal	7	5.6	100.0
	Total	126	100.0	
Want degree		Frequency	Percent	Cumulative Percent
Valid	not at all	5	3.9	3.9
	some	7	5.5	9.4
	quite a bit	14	10.9	20.3
	great deal	102	79.7	100.0
	Total	128	100.0	
Prove to myself		Frequency	Percent	Cumulative Percent
Valid	not at all	10	7.8	7.8
	some	13	10.1	17.8
	quite a bit	33	25.6	43.4
	great deal	73	56.6	100.0
	Total	129	100.0	
Needed degree		Frequency	Percent	Cumulative Percent
Valid	not at all	16	12.5	12.5
	some	20	15.6	28.1
	quite a bit	23	18.0	46.1
	great deal	69	53.9	100.0
	Total	128	100.0	
What to do?		Frequency	Percent	Cumulative Percent
Valid	not at all	76	60.3	60.3
	some	31	24.6	84.9
	quite a bit	14	11.1	96.0
	great deal	5	4.0	100.0
	Total	126	100.0	
Interest		Frequency	Percent	Cumulative Percent
Valid	not at all	4	3.1	3.1
	some	13	10.2	13.3
	quite a bit	38	29.7	43.0
	great deal	73	57.0	100.0
	Total	128	100.0	
Parents		Frequency	Percent	Cumulative Percent
Valid	not at all	64	52.0	52.0
	some	28	22.8	74.8
	quite a bit	20	16.3	91.1
	great deal	11	8.9	100.0
	Total	123	100.0	
Other		Frequency	Percent	Cumulative Percent
Valid	not at all	6	25.0	25.0
	quite a bit	5	20.8	45.8
	great deal	13	54.2	100.0
	Total	24	100.0	
Total		141		

App. 7. 6 **Strength of reason for taking HE course, by reason [Course]**

Field / course	freq.	top 10 fields %	% of all cases
BSc Real Estate Management	83	17.36	4.83
Anthropology	65	13.60	3.78
BA Architecture	60	12.55	3.49
BSc Occupational Therapy	47	9.83	2.73
BSc Hotel and Restaurant Management	42	8.79	2.44
Business Administration and Management	40	8.37	2.33
BA Business and Management	39	8.16	2.27
BSc Adult Nursing	39	8.16	2.27
BA Fine Art	35	7.32	2.04
BSc Technology Management	28	5.86	1.63
% total	-	100.00	27.81
Case field total	**478**	**27.81**	**% of cases**
Total cases	1719		
unknown fields	82		
total with fields	1637		

App. 7. 7 **Course / field frequency – RI dyslexics top 10, all SPSS data**

Factors influencing module choice

Response to factor - **Yes**	**Assessment format - a selection factor**				**Lecturer**	**Take a Module**		**a and b**
		100% Exam?	**100% Assessment?**	**Group work?**		**a) For its content**	**b)For interest**	**Combined**
Frequency	**42**	**33**	**63**	**52**	**43**	**49**	**45**	**34**
percentage	60.0	47.1	90.0	74.3	61.4	70.0	64.3	48.6

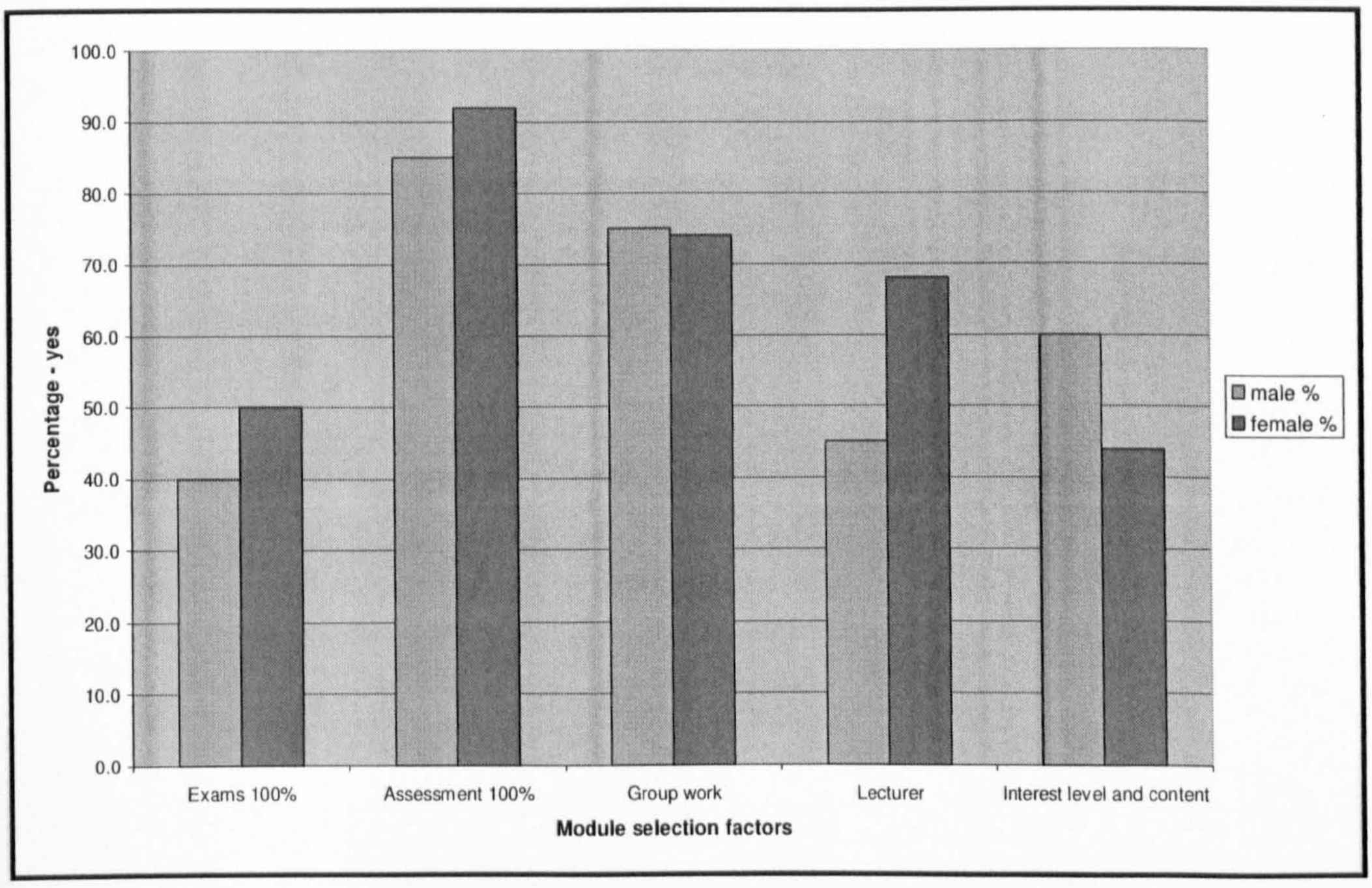
App. 7. 8 **Module selection factors, frequency and percentage of 'yes'**

Male N= 20	**Assessment format**			**Lecturer**	**Take a Module**		**a and b**
Factor - **yes**	**100% Exam?**	**100% Assessment?**	**Group work?**		**a)For its content**	**b) For interest**	**Combined**
Frequency	**8**	**17**	**15**	**9**	**14**	**17**	**12**
percentage	40.0	85.0	75.0	45.0	70.0	85.0	60.0

App. 7. 9 **Module selection factors, frequency and percentage of 'yes', Male**

Female N= 50	**Assessment format**			**Lecturer**	**Take a Module**		**a and b**
Factor - **yes**	**100% Exam?**	**100% Assessment?**	**Group work?**		**a)For its content**	**b) For interest**	**Combined**
Frequency	**25**	**46**	**37**	**34**	**35**	**28**	**22**
percentage	50.0	92.0	74.0	68.0	70.0	56.0	44.0

App. 7. 10 **Module selection factors, frequency and percentage of 'yes', Female**



App. 7. 11 **Module selection factors, percentage by gender**

Study process

WAY – Nodes and sets relating to Study

WAY - Study overview		
Nodes	Freq.	%
Course	144	43.37
Dyslexic	24	7.23
Studying, support and strategies	106	31.93
Time & organisation	58	17.47
Node passages – including multiple occurrence, in more than one theme	332	100.00
Total passages	316	

App. 7. 12 **Themes within Study set of WAY statements**

Node	*response*	*Freq.*
Time and organisation		58
I am	**organised**	10
	an organised person	2
	disorganised	2
	unorganised	1
	untidy	2
	not very tidy	1
	fairly organised	1
	quite organised	1
	organised sometimes	1
	trying to be organised	1
	trying to be more organised.	1
	more organised	1
	organised because I have to be	1
	a good organiser	1
	good at organising things	1
	very organised	1
	organised with my work load	1
		29
I am	good at attending lectures	1
	always at lectures	1
	trying to attend all my lectures	1
	working as well as studying	1
	working and studying	1
	a good time keeper	1
	not good at time management	1
	very poor at time management	1
	bad at doing work on time	1
	always leaving work to the last minute	1
	bad at meeting deadlines	1
	often overwhelmed by daily activities	1
	finding some difficulties sometimes with my workload	1
	find it difficult to create a balance between work + play it would be easy to do only work	1
	bored after approx 3 hours& do something different	1
	wasting time	1
	in my second first year	1
	a better person with managing my time	1
	already preparing for next term	1
		19
I am	**busy**	3
	busy person	2
	a busy person with lots on	1
	always busy	2
	very busy	1
	not that busy this term	1
		10
Total		58

App. 7. 13 **Time and organisation WAY node, response frequency**

Node	*response*	*Freq.*
Studying, support and strategies		106
I am	a slow reader	2
	an avid reader	1
	writing this with using a spell check	1
	not very good at spelling	1
	a bad speller	3
	shit at spelling	1
	terrible speller	2
	struggling a little understanding essays	1
	writing never fully explains my thoughts	1
	afraid to write without my computer	1
	frustrated at the rate I can write	1
	never happy with my essays	1
	never able to express myself with words	1
	crap at writing	1
	rubbish at getting my ideas on paper	1
	trying to seek help on how to complete reports, essay and assignments	1
	not good at German vocabulary	1
	graduating	1
	on my way to a degree	1
	annoyed that my level of degree does not reflect my work	1
	on a day release to gain a degree	1
	(touchwood) doing quite well with this degree	1
		26
I am	interested in different activities offered to dyslexic students	1
	interested in what LEA has in way of support for me	1
	interested in what mature student support has to offer	1
	interested in who my tutors are, allocated to me	1
	fortunate to be able to study and get dyslexia support	1
	good at attending lectures, dyslexia lessons	1
	supported by my family	1
	lucky to have had the support of my parents	1
	Someone who could not do exams without the extra time	1
	someone really did benefit from a computer	1
	dependent upon my family for all kinds of support	1
	support from friends and family	1
	in need of a laptop computer and dictaphone	1
	in need of help	1
	receptive of any support offered to me as I will return the favours in kind later in life to whom ever I believe is worthy	1
	Having help with my dyslexia with support tutor	1
	more positive now that I took learning skills module	1
	glad I did the dyslexic module 0506	1
	practising techniques leant in 0506 for next term.	1
	a good team worker	2
	a team worker	1
	happy working in a team	1
	a good group worker	1
	a great fan of discussions	1
	desiring better concentration skills	1
	easily distracted	1
	hard working, but get easily distracted	1

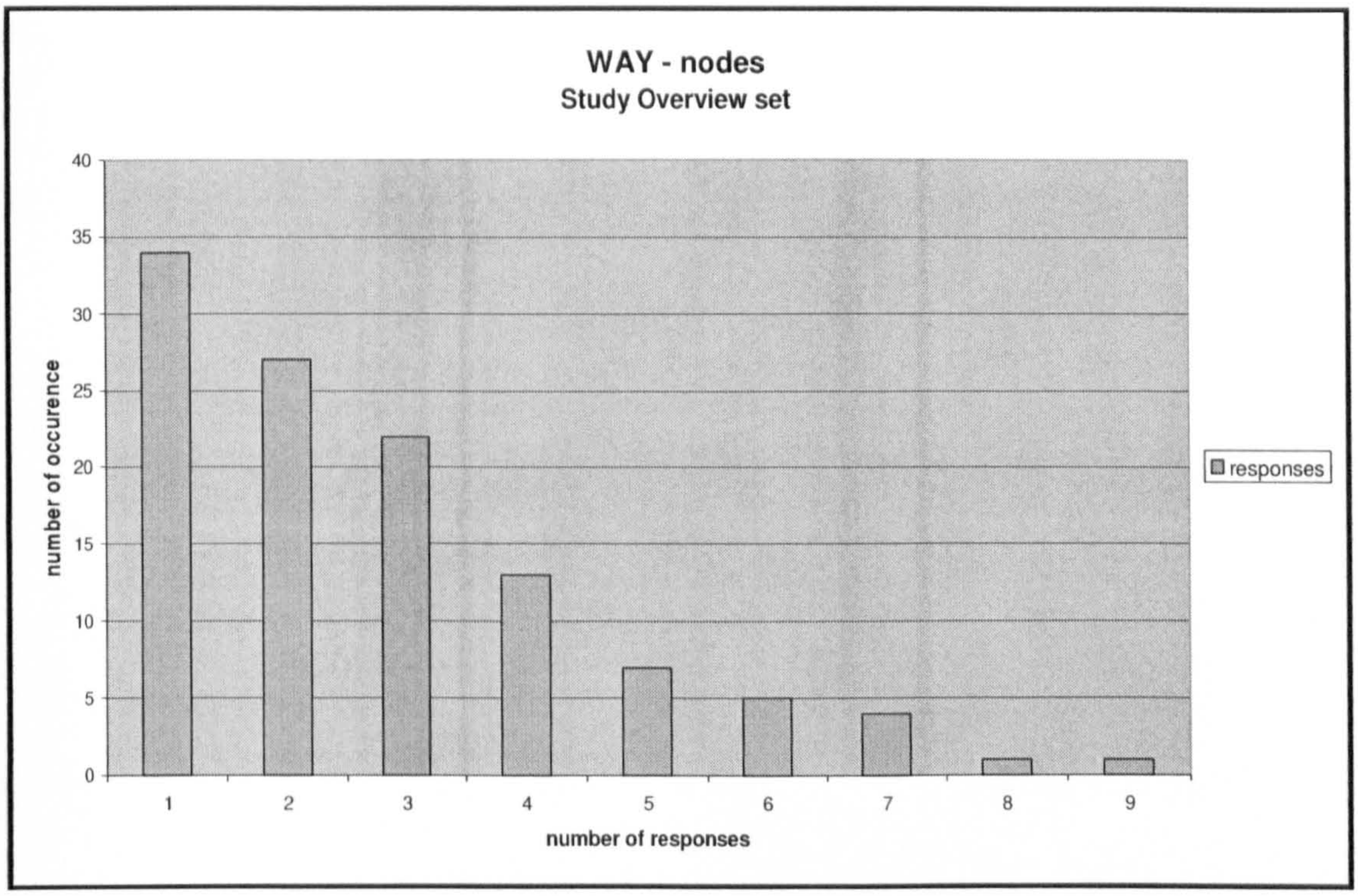
Node (Cont.)	*response*	*Freq.*
	bored after approx 3 hours& do something different	1
	visual	2
	verbal	1
	logical	1
	full of ideas	1
	thinking	1
	not very strong thinker in education	1
	very thoughtful	1
		37
I am	feeling inadequate in my academic skills	1
	learning by experimenting	1
	discovering my strengths and weaknesses in academia (patience is a strength)	1
	trying out ways to become more efficient	1
	eager to learn and develop my skills	1
	eager to learn and develop information	1
	trying to use the skills I discovered in learning skills, I.e. colour coding notes	1
	coping with my work ok	1
	trying to keep up	1
	often in the library	1
	often on the internet	1
	still learning	1
	learning	1
	learning a lot	1
	willing to learn more everyday	1
	relearning	1
	aware of my difficulties & how to face them	1
	going to concentrate more on my studies	1
	making progress	1
	beginning to understand "less research is more"	1
	still learning about what it means to study in uni	1
	better at study than my 1st year	1
	doing OK with my work	1
	enjoying studying	1
	Passionate to learn	1
	despite anxieties enjoying my study	1
	find it worth talking to other dyslexic people	1
	interested in learning	1
	interested	1
	committed to my course (dedicated)	1
	glad I am only doing 1 module this term	1
	organised because I have to be	1
	already preparing for next term	1
	determined to stay positive	1
	confident that I can negotiate changes if I need to	1
	(trying to) be less stressed	1
	confident that my dyslexia does not affect me to great extend.	1
		37
	Miscellaneous	6
Total		106

Note: Italicised text appears in more than one node.

App. 7. 14 **Studying, support and strategies WAY node response frequency**

Node	*response*	*Freq.*	*%*
Course		144	
	ref to year of course	15	10.42
	ref to dissertation	7	4.86
	concerns over results or exams	27	18.75
	enjoying learning or course	29	20.14
	pressure, boredom, frustration	25	17.36
	ref to course of study	41	28.47
		144	100.00

App. 7. 15 **Course WAY node response summary**



App. 7. 16 **Study Overview set, WAY statements per person frequency – chart**

Responses per person for the node set	freq	Total passages
1	34	34
2	27	54
3	22	66
4	13	52
5	7	35
6	5	30
7	4	28
8	1	8
9	1	9
		316

App. 7. 17 **Study Overview WAY statements per person – table**

WAY Study Issues	Freq or passages	%
Effort	63	37.28
Spelling	8	4.73
Struggle	37	21.89
Stress and anxiety	61	36.09
	169	100.00

App. 7. 18 **WAY statements for the Study issues set, presented by nodes**

VARK

VARK - degree of preference		Frequency	Percent	Cumulative Percent
Valid	Multimodal	80	56.7	56.7
	Mild preference	19	13.5	70.2
	Strong preference	22	15.6	85.8
	Very strong preference	20	14.2	100.0
	Total	141	100.0	

App. 7. 19 **VARK strength of preference**

		Frequency	Percent	
Valid	Read / Write	29	21.48	
	Kinaesthetic	22	16.30	
	Visual	20	14.81	
	Auditory	15	11.11	
			63.70	cumulative
	AK	13	9.63	
	VK	8	5.93	
	AR	8	5.93	
	VAK	5	3.70	
	VR	4	2.96	
	RK	4	2.96	
	VAR	3	2.22	
	VARK	3	2.22	
	VRK	1	0.74	
			36.30	cumulative
	Total	**135**	**100**	

R – Textbook, handouts, readings
K – Field trips, labs, practical sessions
V - Flow diagrams, charts, slides
A – Discussion, guest speakers

App. 7. 20 **VARK question 13 - Lecture material presentation preference**

VARK and support correlation

Spearman's rho Correlations		Speech recog helpful	H/o adv helpful	H/o PC fmt helpful	exam arrange helpful	1-to-1 helpful	group sup helpful	Readin g list helpful
Visual Learner	Correlation Coefficient	-0.75	0.09	0.03	0.04	-0.26	0.14	0.37
	Sig. (2-tailed)	0.032	0.759	0.924	0.765	0.314	0.671	0.541
	N	8	13	17	49	17	12	5
Auditory Learner	Correlation Coefficient	0.06	-0.15	**-.63(**)**	0.03	-0.26	-0.17	0.67
	Sig. (2-tailed)	0.880	0.613	**0.007**	0.842	0.315	0.603	0.219
	N	8	13	**17**	49	17	12	5
Read to Learn	Correlation Coefficient	0.29	0.27	-0.42	0.20	-0.04	0.03	-0.37
	Sig. (2-tailed)	0.491	0.378	0.092	0.161	0.885	0.928	0.541
	N	8	13	17	49	17	12	5
Kinaesthetic Learner	Correlation Coefficient	-0.71	-0.07	0.38	-0.05	0.16	-0.13	-0.27
	Sig. (2-tailed)	0.050	0.830	0.128	0.739	0.528	0.691	0.660
	N	8	13	17	49	17	12	5

App. 7. 21 **VARK Equipment support arrangements, Spearman Rho [Equipment, VARK]**

Spearman's rho Correlations		H/o adv helpful	H/o PC fmt helpful	1-to-1 helpful	group sup helpful	Reading list helpful	library helpful	extra print helpful
Visual Learner	Correlation Coefficient	0.01	-0.09	-0.23	-0.02	-0.60	-0.14	-0.14
	Sig. (2-tailed)	0.960	0.767	0.342	0.932	0.153	0.404	0.366
	N	14	14	19	16	7	40	45
Auditory Learner	Correlation Coefficient	-0.15	-0.41	0.02	0.13	0.27	0.12	0.07
	Sig. (2-tailed)	0.610	0.150	0.925	0.644	0.557	0.478	0.653
	N	14	14	19	16	7	40	45
Read to Learn	Correlation Coefficient	0.31	-0.31	0.08	0.47	0.18	0.20	0.20
	Sig. (2-tailed)	0.282	0.273	0.746	0.066	0.698	0.218	0.182
	N	14	14	19	16	7	40	45
Kinaesthetic Learner	Correlation Coefficient	-0.32	0.16	0.30	-0.52	**-.903(**)**	-0.09	-0.14
	Sig. (2-tailed)	0.264	0.577	0.208	0.040	**0.005**	0.566	0.347
	N	14	14	19	16	**7**	40	45

App. 7. 22 **VARK Support arrangements, Spearman Rho [Support, VARK]**

Reading

Gender	age	VARK summary	Preferred mode	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness
female	27	R strong	Read / write	51	58	47	48	29
female	21	R strong	Read / write	55	63	60	40	19
male	22	R mild	Read / write	61	48	38	32	41
female	49	R strong	Read / write	72	36	72	32	31
male	20	R strong	Read / write	73	48	45	46	62
female	44	R strong	Read / write	83	31	53	34	26
male	36	R v.strong	Read / write	53	60	43	52	53
female	29	R strong	Read / write	56	57	31	46	48

Note: un-shaded personality scores are in the average range

App. 7. 23 **Reading single mode preference strength [VARK, Big-5]**

Gender	age	VARK summary	Preferred mode	library concession	library helpful
female	27	R strong	Read / write	used	4th helpful
female	21	R strong	Read / write	used	3rd most helpful
male	22	R mild	Read / write	used	4th helpful
female	49	R strong	Read / write	used	Most helpful

App. 7. 24 **Reading single mode v. library helpful support Q**

7.1.3 Support

Pre-uni support		Frequency	Percent
Valid	yes	14	87.5
	no	2	12.5
	Total	16	100.0

App. 7. 25 **Previous support - known dyslexic on entry and 18 or under [Dyslexia Background]**

Pre-uni support		Frequency	Percent
Valid	yes	33	80.5
	no	8	19.5
	Total	41	100.0

App. 7. 26 **Previous support - known dyslexic on entry and 18 to 24 [Dyslexia Background]**

Pre-uni support		Frequency	Percent
Valid	yes	14	56.0
	no	11	44.0
	Total	25	100.0

App. 7. 27 **Previous support - known dyslexic on entry aged 25 and over [Dyslexia Background]**

Support amt b4 uni		Frequency	Percent	Valid Percent	Cumulative Percent
Men	None	18	34.0	35.3	35.3
	Some	22	41.5	43.1	78.4
	Plenty	10	18.9	19.6	98.0
	More than enough!	1	1.9	2.0	100.0
	Total	51	96.2	100.0	
Missing	Total	2	3.8		
Total		**53**	100.0		
Women	None	42	42.0	43.3	43.3
	Some	41	41.0	42.3	85.6
	Plenty	12	12.0	12.4	97.9
	More than enough!	2	2.0	2.1	100.0
	Total	97	97.0	100.0	
Missing	Total	3	3.0		
Total		**100**	100.0		

App. 7. 28 **Support use prior to university by gender [Support]**

age identified	total	not using support	% not using support	1 to 1 support used	% using 1-to-1
<11 yrs	51	33	64.71	10	19.61
11-15yrs	19	10	52.63	6	31.58
16-17 yrs	17	12	70.59	4	23.53
18-24 yrs	42	22	52.38	**15**	35.71
25-29 yrs	5	1	20.00	2	40.00
30-39 yrs	19	6	31.58	9	47.37
40-49yrs	11	4	36.36	6	54.55
50 and over	4	2	50.00	1	25.00
	168				

App. 7. 29 **Age identified, support use and individual support use**

Equipment / Hardware

Computer recommended?		Frequency	Percent	Valid Percent
Valid	recommended	1	.8	.9
	recommended & bought	2	1.6	1.8
	recommended, bought & used	10	7.8	8.8
	Desktop recommended	3	2.3	2.7
	Desktop recommended & bought	2	1.6	1.8
	Desktop recommended, bought & used	47	36.7	41.6
	Desktop recommended & used	2	1.6	1.8
	Laptop recommended	5	3.9	4.4
	Laptop recommended & bought	4	3.1	3.5
	Laptop recommended, bought & used	35	27.3	31.0
	Laptop recommended & used	2	1.6	1.8
	Total	113	88.3	100.0
Missing	Total	15	11.7	
Total		128	100.0	

App. 7. 30 **Computer recommended [Equipment]**

Computer helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	91	96.8	96.8
	2nd most helpful	1	1.1	97.9
	3rd most helpful	1	1.1	98.9
	4th helpful	1	1.1	100.0
	Total	94	100.0	
Missing	Total	34		
Total		128		

App. 7. 31 **Computer helpful [Equipment]**

Printer recommended?		Frequency	Percent	Cumulative Percent
Valid	recommended	7	7.2	7.2
	recommended & bought	7	7.2	14.4
	recommended, bought & used	80	82.5	96.9
	recommended & used	2	2.1	99.0
	bought & used	1	1.0	100.0
	Total	97	100.0	
Missing	Total	31		
Total		128		

App. 7. 32 **Printer recommended [Equipment]**

Printer helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	35	41.2	41.2
	2nd most helpful	33	38.8	80.0
	3rd most helpful	9	10.6	90.6
	4th helpful	5	5.9	96.5
	the rest	3	3.6	100.0
	Total	85	100.0	
Missing	Total	43		
Total		128		

App. 7. 33 **Printer helpful [Equipment]**

Scanner recommended?		Frequency	Percent	Cumulative Percent
Valid	recommended	7	8.3	8.3
	recommended & bought	14	16.7	25.0
	recommended, bought & used	60	71.4	96.4
	recommended & used	1	1.2	97.6
	bought & used	2	2.4	100.0
	Total	84	100.0	
Missing	Total	44		
Total		128		

App. 7. 34 **Scanner recommended [Equipment]**

Scanner helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	15	23.8	23.8
	2nd most helpful	6	9.5	33.3
	3rd most helpful	19	30.2	63.5
	4th helpful	11	17.5	81.0
	5	8	12.7	93.7
	6	1	1.6	95.2
	7	1	1.6	96.8
	9	1	1.6	98.4
	10	1	1.6	100.0
	Total	63	100.0	
Missing	Total	65		
Total		128		

App. 7. 35 **Scanner helpful [Equipment]**

Internet connection recommended?		Frequency	Percent	Cumulative Percent
Valid	recommended	9	11.7	11.7
	recommended & bought	17	22.1	33.8
	recommended, bought & used	46	59.7	93.5
	recommended & used	3	3.9	97.4
	bought & used	2	2.6	100.0
	Total	77	100.0	
Missing	Total	51		
Total		128		

App. 7. 36 **Internet recommended [Equipment]**

Internet helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	19	36.5	36.5
	2nd most helpful	7	13.5	50.0
	3rd most helpful	10	19.2	69.2
	4th helpful	5	9.6	78.8
	5	7	13.5	92.3
	7	3	5.8	98.1
	10	1	1.9	100.0
	Total	52	100.0	
Missing	Total	76		
Total		128		

App. 7. 37 **Internet helpful [Equipment]**

Recorder recommended?		Frequency	Percent	Cumulative Percent
Valid	recommended	8	8.7	8.7
	recommended & bought	18	19.6	28.3
	recommended, bought & used	64	69.6	97.8
	recommended & used	2	2.2	100.0
	Total	92	100.0	
Missing	Total	36		
Total		128		

App. 7. 38 **Recorder recommended [Equipment]**

Recorder helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	16	22.9	22.9
	2nd most helpful	10	14.3	37.1
	3rd most helpful	16	22.9	60.0
	4th helpful	10	14.3	74.3
	5	9	12.9	87.1
	6	7	10.0	97.1
	9	1	1.4	98.6
	10	1	1.4	100.0
	Total	70	100.0	
Missing	Total	58		
Total		128		

App. 7. 39 **Recorder helpful [Equipment]**

Pocket spellchecker recommended?		Frequency	Percent	Cumulative Percent
Valid	recommended	9	11.1	11.1
	recommended & bought	12	14.8	25.9
	recommended, bought & used	58	71.6	97.5
	recommended & used	2	2.5	100.0
	Total	81	100.0	
Missing	System	47		
Total		128		

App. 7. 40 **Pocket Spell checker recommended [Equipment]**

Pocket spellchecker helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	11	17.7	17.7
	2nd most helpful	14	22.6	40.3
	3rd most helpful	13	21.0	61.3
	4th helpful	11	17.7	79.0
	5	7	11.3	90.3
	6	4	6.5	96.8
	8	1	1.6	98.4
	9	1	1.6	100.0
	Total	62	100.0	
Missing	Total	66		
Total		128		

App. 7. 41 **Pocket spell checker helpful [Equipment]**

Electronic Organiser recommended?		Frequency	Percent	Cumulative Percent
Valid	recommended	4	16.7	16.7
	recommended & bought	6	25.0	41.7
	recommended, bought & used	12	50.0	91.7
	recommended & used	1	4.2	95.8
	bought & used	1	4.2	100.0
	Total	24	100.0	
Missing	Total	104		
Total		128		

App. 7. 42 **Electronic organiser recommended [Equipment]**

Organiser helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	2	14.3	14.3
	2nd most helpful	1	7.1	21.4
	3rd most helpful	2	14.3	35.7
	4th helpful	1	7.1	42.9
	5	4	28.6	71.4
	6	1	7.1	78.6
	7	2	14.3	92.9
	8	1	7.1	100.0
	Total	14	100.0	
Missing	Total	114		
Total		128		

App. 7. 43 **Electronic Organiser helpful [Equipment]**

Quicktionary recommended?		Frequency	Percent	Cumulative Percent
Valid	recommended	2	12.5	12.5
	recommended & bought	4	25.0	37.5
	recommended, bought & used	8	50.0	87.5
	recommended & used	2	12.5	100.0
	Total	16	100.0	
Missing	Total	112		
Total		128		

App. 7. 44 **Quicktionary recommended [Equipment]**

Quicktionary helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	3	27.3	27.3
	2nd most helpful	2	18.2	45.5
	4th helpful	1	9.1	54.5
	5	2	18.2	72.7
	6	2	18.2	90.9
	7	1	9.1	100.0
	Total	11	100.0	
Missing	Total	117		
Total		128		

App. 7. 45 **Quicktionary helpful [Equipment]**

Created file too big for a floppy?		Frequency	Percent	Cumulative Percent
Valid	Yes	54	48.6	48.6
	No	57	51.4	100.0
	Total	111	100.0	
Missing	Total	17		
Total		128		

App. 7. 46 **Need for media to transfer larger files, make back-ups [Equipment]**

Pearson correlations –Equipment data		r	n	p
MS Office	Computer	.52	84	< .0005
Printer	Scanner	.67	63	< .0005
Printer	Internet	.59	52	< .0005
Scanner	Internet	.68	40	< .0005
Scanner	Recorder	.41	51	< .01
Internet	Recorder	.40	43	< .01
Recorder	Pocket spellchecker	.47	50	< .001
Recorder	Text-to-speech	.53	51	< .0005
Recorder	Group support	.71	12	< .01

App. 7. 47 **Relationships between recommendations [Equipment]**

Software

eq MS Office		Frequency	Percent	Cumulative Percent
Valid	recommended	9	9.1	9.1
	recommended & bought	7	7.1	16.2
	recommended, bought & used	81	81.8	98.0
	bought & used	2	2.0	100.0
	Total	99	100.0	
Missing	Total	29		
Total		128		

App. 7. 48 **MS Office recommended [Equipment]**

sp MS Office		Frequency	Percent	Cumulative Percent
Valid	used	93	100.0	100.0
Missing	Total	35		
Total		128		

App. 7. 49 **MS Office recommended [Support]**

eq Office helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	73	90.1	90.1
	2nd most helpful	5	6.2	96.3
	3rd most helpful	2	2.5	98.8
	4th helpful	1	1.2	100.0
	Total	81	100.0	
Missing	Total	47		
Total		128		

App. 7. 50 **MS Office helpful [Equipment]**

sp Office helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	66	82.5	82.5
	2	7	8.8	91.3
	3	3	3.8	95.0
	4	3	3.8	98.8
	6	1	1.3	100.0
	Total	80	100.0	
Missing	Total	48		
Total		128		

App. 7. 51 **MS Office helpful [Support]**

eq sp recognition		Frequency	Percent	Cumulative Percent
Valid	recommended	12	29.3	29.3
	recommended & bought	10	24.4	53.7
	recommended, bought & used	18	43.9	97.6
	bought & used	1	2.4	100.0
	Total	41	100.0	
Missing	System	87		
Total		128		

App. 7. 52 **Speech to Text software [Equipment]**

sp sp recognition		Frequency	Percent	Cumulative Percent
Valid	used	31	100.0	100.0
Missing	Total	97		
Total		128		

App. 7. 53 **Speech to Text software [Support]**

eq sprecog helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	4	19.0	19.0
	2nd most helpful	5	23.8	42.9
	3rd most helpful	3	14.3	57.1
	4th helpful	3	14.3	71.4
	5	4	19.0	90.5
	8	1	4.8	95.2
	10	1	4.8	100.0
	Total	21	100.0	
Missing	Total	107		
Total		128		

App. 7. 54 **Speech to Text software helpful [Equipment]**

sp sprecog helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	9	37.5	37.5
	2	6	25.0	62.5
	3	3	12.5	75.0
	4	3	12.5	87.5
	5	2	8.3	95.8
	10	1	4.2	100.0
	Total	24	100.0	
Missing	Total	104		
Total		128		

App. 7. 55 **Speech to Text software helpful [Support]**

Text-to-speech software

eq text to speech		Frequency	Percent	Cumulative Percent
Valid	recommended	12	13.8	13.8
	recommended & bought	16	18.4	32.2
	recommended, bought & used	57	65.5	97.7
	bought & used	2	2.3	100.0
	Total	87	100.0	
Missing	Total	41		
Total		128		

App. 7. 56 **Text-to-speech software [Equipment]**

sp text to speech		Frequency	Percent	Cumulative Percent
Valid	used	70	100.0	100.0
Missing	System	58		
Total		128		

App. 7. 57 **Text-to-speech software [Support]**

eq tts helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	16	26.7	26.7
	2nd most helpful	20	33.3	60.0
	3rd most helpful	12	20.0	80.0
	4th helpful	7	11.7	91.7
	5	3	5.0	96.7
	8	1	1.7	98.3
	10	1	1.7	100.0
	Total	60	100.0	
Missing	Total	68		
Total		128		

App. 7. 58 **Text-to-speech software helpful [Equipment]**

sp tts helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	14	24.6	24.6
	2	20	35.1	59.6
	3	12	21.1	80.7
	4	5	8.8	89.5
	5	3	5.3	94.7
	6	1	1.8	96.5
	10	2	3.5	100.0
	Total	57	100.0	
Missing	Total	71		
Total		128		

App. 7. 59 **Text-to-speech software helpful [Support]**

sp use TtS most for?		Frequency	Percent	Cumulative Percent
Valid	Proof reading	41	73.2	73.2
	Reading	3	5.4	78.6
	Both	12	21.4	100.0
	Total	56	100.0	
Missing	Total	72		
Total		128		

App. 7. 60 **Text-to-speech mostly used for proof-reading or research [Support]**

sp use TtS homophone check?		Frequency	Percent	Cumulative Percent
Valid	Yes	14	34.1	34.1
	No	27	65.9	100.0
	Total	41	100.0	
Missing	Total	87		
Total		128		

App. 7. 61 **Text-to-speech homophone checker [Support]**

sp use scanner reading		Frequency	Percent	Cumulative Percent
Valid	Yes	34	59.6	59.6
	No	23	40.4	100.0
	Total	57	100.0	
Missing	Total	71		
Total		128		

App. 7. 62 **Use of scanner to facilitate reading [Support]**

sp scan images		Frequency	Percent	Cumulative Percent
Valid	Yes	50	82.0	82.0
	No	11	18.0	100.0
	Total	61	100.0	
Missing	Total	67		
Total		128		

App. 7. 63 **Use of scanner for images [Support]**

eq mindmap		Frequency	Percent	Cumulative Percent
Valid	recommended	10	11.8	11.8
	recommended & bought	20	23.5	35.3
	recommended, bought & used	53	62.4	97.6
	bought & used	2	2.4	100.0
	Total	85	100.0	
Missing	Total	43		
Total		128		

App. 7. 64 **Mind mapping software [Equipment]**

sp mindmap		Frequency	Percent	Cumulative Percent
Valid	used	68	53.1	100.0
Missing	System	60	46.9	
Total		128	100.0	

App. 7. 65 **Mind mapping software [Support]**

eq m map helpful		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most helpful	12	9.4	23.5	23.5
	2nd most helpful	19	14.8	37.3	60.8
	3rd most helpful	12	9.4	23.5	84.3
	4th helpful	6	4.7	11.8	96.1
	5	1	.8	2.0	98.0
	9	1	.8	2.0	100.0
	Total	51	39.8	100.0	
Missing	Total	77	60.2		
Total		128	100.0		

App. 7. 66 **Mind mapping software helpful [Equipment]**

sp m map helpful		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most helpful	16	12.5	29.6	29.6
	2	15	11.7	27.8	57.4
	3	11	8.6	20.4	77.8
	4	5	3.9	9.3	87.0
	5	5	3.9	9.3	96.3
	9	2	1.6	3.7	100.0
	Total	54	42.2	100.0	
Missing	Total	74	57.8		
Total		128	100.0		

App. 7. 67 **Mind mapping software helpful [Support]**

sp course S/W		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	recommended & bought	1	.8	7.7	7.7
	used	12	9.4	92.3	100.0
	Total	13	10.2	100.0	
Missing	Total	115	89.8		
Total		128	100.0		

App. 7. 68 **Course-related software [Support]**

sp crse S/W helpful		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most helpful	3	2.3	33.3	33.3
	2	2	1.6	22.2	55.6
	3	3	2.3	33.3	88.9
	5	1	.8	11.1	100.0
	Total	9	7.0	100.0	
Missing	Total	119	93.0		
Total		128	100.0		

App. 7. 69 **Course-related software helpful [Support]**

Recommendations overall

Hardware:

	Equipment (9) options
PC	100% (N=94)
printer	96% (N=85)
scanner	81% (N=63)
internet	79% (N=52)
a recording device	74% (N=70)
pocket spellchecker	79% (N=62)
Quicktionary (speaking scanner pen dictionary)	55% (N=11)
an electronic organiser.	43% (N=14)

App. 7. 70 **Hardware overall recommendations [Equipment]**

Software:

	Support (7 options)	**Equipment** (6 options)
MS Office	99% (N=80)	100% (N=81)
text to speech	90% (N=57)	92% (N=60)
mind-mapping	87% (N=54)	96% (N=51)
speech recognition	88% (N=24)	71% (N=21)
course related	89% (N=9)	

App. 7. 71 **Software overall recommendations [Equipment, Support]**

Pearson correlations –Support data		**r**	**n**	**p**
Library arrangements	Extra print allowance	.64	71	< .0005
Handouts in PC format	Extra print allowance	.54	28	< .01
Reading list in advance	Extra print allowance	.77	11	< .01

App. 7. 72 **Relationships between recommendations [Support]**

Pearson correlations – Equipment and Support		**r**	**n**	**p**
Support	Equipment			
MS Office – helpful?	Computer	-.41	75	< .0005
Library arrangement	Printer – helpful?	.38	55	< .01
Extra printing allowance	Printer – helpful?	.52	60	< .0005
Extra printing allowance	Scanner	.50	45	< .005
Group support	Recorder	.82	15	< .005

App. 7. 73 **Relationships between recommendations [Support and Equipment]**

Training

eq set up session		Frequency	Percent
Valid	recommended	19	31.7
	used	2	3.3
	recommended & used	39	65.0
	Total	60	100.0
Missing	System	68	
Total		128	

App. 7. 74 **PC set-up session [Equipment]**

eq set up helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	26	66.7	66.7
	2nd most helpful	5	12.8	79.5
	3rd most helpful	5	12.8	92.3
	6	1	2.6	94.9
	10	2	5.1	100.0
	Total	39	100.0	
Missing	Total	89		
Total		128		

App. 7. 75 **PC set-up session helpful [Equipment]**

Training in specific software

eq trained speech recognition		Frequency	Percent	Valid Percent
Valid	recommended	16	12.5	80.0
	recommended & used	4	3.1	20.0
	Total	20	15.6	100.0
Missing	Total	108	84.4	
Total		128	100.0	

App. 7. 76 **Speech recognition training [Equipment]**

eq train sp recognition helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	2	40.0	40.0
	2nd most helpful	2	40.0	80.0
	3rd most helpful	1	20.0	100.0
	Total	5	100.0	
Missing	Total	123		
Total		128		

App. 7. 77 **Speech recognition training helpfulness [Equipment]**

eq trained mind-maps		Frequency	Percent	Valid Percent
Valid	recommended	27	21.1	64.3
	used	2	1.6	4.8
	recommended & used	13	10.2	31.0
	Total	42	32.8	100.0
Missing	Total	86	67.2	
Total		128	100.0	

App. 7. 78 **Mind-mapping S/W training [Equipment]**

eq train mind-maps helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	7	50.0	50.0
	2nd most helpful	5	35.7	85.7
	3rd most helpful	2	14.3	100.0
	Total	14	100.0	
Missing	Total	114		
Total		128		

App. 7. 79 **Mind-mapping S/W training helpfulness [Equipment]**

sp use group IT session?		Frequency	Percent
Valid	Yes	65	53.3
	No	57	46.7
	Total	122	100.0
Missing	Total	25	
Total		147	

App. 7. 80 **Would you use group IT sessions? [Support]**

sp use dyslexia friendly WP?		Frequency	Percent
Valid	Yes	73	57.9
	No	52	41.3
	possible	1	.8
	Total	126	100.0
Missing	Total	21	
Total		147	

App. 7. 81 **Would you use dyslexia friendly word-processing course? [Support]**

eq IT training available		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	38.3	58.3	58.3
	No	35	27.3	41.7	100.0
	Total	84	65.6	100.0	
Missing	Total	44	34.4		
Total		128	100.0		

App. 7. 82 **Availability of IT training [Equipment]**

eq have you abandoned any		Frequency	Percent	Cumulative Percent
Valid	Yes	33	34.0	34.0
	No	64	66.0	100.0
	Total	97	100.0	
Missing	Total	31		
Total		128		

App. 7. 83 **Abandoned any recommendations [Equipment]**

eq can you use it all for study		Frequency	Percent	Cumulative Percent
Valid	Yes	87	86.1	86.1
	No	12	11.9	98.0
	Mostly	2	2.0	100.0
	Total	101	100.0	
Missing	Total	27		
Total		128		

App. 7. 84 **Ability to use recommendations [Equipment]**

Support arrangements

Support:

	Support (11 options)	**Equipment** (9 options)
Dyslexia friendly marking	93% (53% - most important) sample 96	98% (60% - the most important) sample 102
Handouts in advance	76% (N=25)	92% (N=26)
Handouts in PC format	83% (N=30)	97% (N=32)
Exam arrangements	98% (N=90)	99% (N=97)
1-to-1 support	81% (N=32)	90% (N=29)
Group support	77% (N=22)	84% (N=19)
Library arrangements	81% (N=74)	
Extra printing allowance	86% (N=84)	

App. 7. 85 **Support overview, overall recommendations [Equipment and Support]**

Dyslexia Aware Marking

eq dyslexia friendly marking		Frequency	Percent
Valid	recommended	7	5.8
	used	8	6.6
	recommended & used	106	87.6
	Total	121	100.0
Missing	Total	25	
Total		146	

App. 7. 86 **Dyslexia-aware marking [Equipment]**

eq dyslexia marking helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	64	58.2	58.2
	2nd most helpful	23	20.9	79.1
	3rd most helpful	18	16.4	95.5
	4th helpful	2	1.8	97.3
	6	1	.9	98.2
	8	1	.9	99.1
	10	1	.9	100.0
	Total	110	100.0	
Missing	Total	36		
Total		146		

App. 7. 87 **Dyslexia-aware marking - helpfulness [Equipment]**

sp dyslexia friendly marking		Frequency	Percent
Valid	used	135	92.5
Missing	Total	11	7.5
Total		146	100.0

App. 7. 88 **Dyslexia-aware marking [Support]**

sp dys mark helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	61	50.4	50.4
	2nd most helpful	24	19.8	70.2
	3rd most helpful	16	13.2	83.5
	4th helpful	12	9.9	93.4
	5	3	2.5	95.9
	6	1	.8	96.7
	7	1	.8	97.5
	9	1	.8	98.3
	10	2	1.7	100.0
	Total	121	100.0	
Missing	Total	25		
Total		146		

App. 7. 89 **Dyslexia-aware marking - helpful [Support]**

Dyslexia friendly marking	Questionnaire	
(N = 146)	Equipment	Support
Respondents	121	135
Recommended and used	106	
Helpful ?		
Respondents	110	121
'most helpful'	64 (58%)	61 (50%)
'2nd most helpful'	23 (21%)	24 (20%)

App. 7. 90 **Dyslexia friendly marking [Support]**

Exams

Registered for exam arrangements	607	Leavers	
		Yes	No
Exam provision		481	15
	Dyslexic	Dyslexia and other	Opted out of arrangements
Disability exam arrangements	566	31	10

App. 7. 91 **Registered for exam arrangements [Leavers]**

Exams on course	Total	**193**	Cases
Questionnaire:	Course	Equipment	Support
Responses	136	100	154
yes	118	92	137
percent	87	92	89
Dyslexia friendly exam arrangements		Equipment	Support
Respondents		116	123
Use, and or Recommended and used		108	123
percent		93	100
Helpful ?		Equipment	Support
Respondents		105	114
'most helpful'		68	73
percent		65	64

App. 7. 92 **Dyslexia friendly exam arrangements [Course, Equipment, Support]**

Exams					
Exams on course - Course		Frequency	Percent of N = 156	Valid Percent	Cumulative Percent
Valid	yes	67	42.9	85.9	
	no	11	7.1	14.1	
	Total	78	50.0	100.0	
Total		156	100.0		
Exams on course – Support					
Valid	Yes	137	87.8	89.0	
	No	17	10.9	11.0	
	Total	154	98.7	100.0	
Missing	Total	2	1.3		
Total		156	100.0		
Exam arrangements - Support					
Valid	used	123	78.8	100.0	
Missing	System	33	21.2		
Total		156	100.0		
Exam arrangement helpful?					
Valid	Most helpful	73	46.8	64.0	64.0
	2nd most helpful	22	14.1	19.3	83.3
	3rd most helpful	11	7.1	9.6	93.0
	4th helpful	6	3.8	5.3	98.2
	5	2	1.3	1.8	100.0
	Total	114	73.1	100.0	
Missing	Total	42	26.9		
Total		156	100.0		
Exam arrangements - Equipment					
Valid	Recommended	8	5.1	7.1	7.1
	Used	8	5.1	7.1	14.3
	Recommended & used	96	61.5	85.7	100.0
	Total	112	71.8	100.0	
Missing	System	44	28.2		
Total		156	100.0		
Exam arrangements helpful?					
Valid	Most helpful	67	42.9	64.4	64.4
	2nd most helpful	25	16.0	24.0	88.5
	3rd most helpful	9	5.8	8.7	97.1
	4th helpful	2	1.3	1.9	99.0
	5	1	.6	1.0	100.0
	Total	104	66.7	100.0	
Missing	Total	52	33.3		
Total		156	100.0		

App. 7. 93 **Numbers recommended use of exam arrangements on courses with exams [Equipment and Support]**

sp term exam arrangements began By Year and Term		Frequency	Percent	Cumulative Percent
Valid	Pre-course	2	1.5	1.5
	Year 1 Term 1	59	43.4	44.9
	Year 1 Term 2	36	26.5	71.3
	Year 1 Term 3	11	8.1	79.4
	Year 2 Term 1	9	6.6	86.0
	Year 2 Term 2	9	6.6	92.6
	Year 2 Term 3	2	1.5	94.1
	Year 3 Term 1	2	1.5	95.6
	Year 3 Term 2	2	1.5	97.1
	Year 3 Term 3	3	2.2	99.3
	Year 4 Term 1	1	.7	100.0
	Total	136	100.0	
Missing	Total	1583		
Total		1719		

App. 7. 94 **Term by which exam arrangements were in place [Support]**

Handouts and reading lists

Handouts in advance	Support	Equipment
Respondents	34	44
Used, or Recommended and used	34	24
Helpful ?		
Respondents	25	26
'most helpful'	7 (28%)	10(39%)
'2nd most helpful'	2(8%)	6(23%)

App. 7. 95 **Handouts in advance recommendation and helpfulness [Support and Equipment]**

Handouts in PC document format	Support	Equipment
Respondents	38	43
Used, or Recommended and used	38	31
Helpful ?		
Respondents	35	35
'most helpful'	15 (43%)	13(37%)
'2nd most helpful'	5(14%)	11(31%)

App. 7. 96 **Handouts in Computer format recommendation and helpfulness [Support and Equipment]**

Reading lists in advance	Support	Equipment
Respondents	14	23
Used, or Recommended and used		7
Helpful ?		
Respondents	11	8
'most helpful'	6(50%)	3(33%)
'2nd most helpful'	2(17%)	3(33%)

App. 7. 97 **Reading lists recommendations and helpfulness [Support and Equipment]**

Library and printing

sp library concessions		Frequency	Percent
Valid	used	98	62.0
Missing	System	60	38.0
Total		158	100.0

App. 7. 98 **Library Concessions [Support]**

sp library helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	29	33.3	33.3
	2nd most helpful	17	19.5	52.9
	3rd most helpful	15	17.2	70.1
	4th helpful	12	13.8	83.9
	5	10	11.5	95.4
	6	1	1.1	96.6
	7	2	2.3	98.9
	8	1	1.1	100.0
	Total	87	100.0	
Missing	Total	71		
Total		158		

App. 7. 99 **Library Concessions helpfulness [Support]**

sp extra print		Frequency	Percent
Valid	used	106	67.1
Missing	System	52	32.9
Total		158	100.0

App. 7. 100 **Extra Printing Allowance [Support]**

sp extra print helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	44	45.4	45.4
	2nd most helpful	10	10.3	55.7
	3rd most helpful	17	17.5	73.2
	4th helpful	13	13.4	86.6
	5	7	7.2	93.8
	6	4	4.1	97.9
	7	1	1.0	99.0
	8	1	1.0	100.0
	Total	97	100.0	
Missing	Total	61		
Total		158		

App. 7. 101 **Extra printing Allowance helpfulness [Support]**

Forms of study support – groups drop-ins, module and individual

Support in groups

eq group support		Frequency	Percent
Valid	recommended	27	57.4
	used	2	4.3
	recommended & used	18	38.3
Total		47	100.0

App. 7. 102 **Group support recommendation [Equipment]**

eq grp sup helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	7	31.8	31.8
	2nd most helpful	3	13.6	45.5
	3rd most helpful	3	13.6	59.1
	4th helpful	6	27.3	86.4
	5	1	4.5	90.9
	6	2	9.1	100.0
Total		22	100.0	

App. 7. 103 **Group support recommendation helpfulness [Equipment]**

sp group support		Frequency	Percent
Valid	used	34	36.6
Missing	System	59	63.4
Total		93	100.0

App. 7. 104 **Group support use [Support]**

sp grp sup helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	7	24.1	24.1
	2nd most helpful	8	27.6	51.7
	3rd most helpful	6	20.7	72.4
	4th helpful	3	10.3	82.8
	5	2	6.9	89.7
	6	3	10.3	100.0
Total		29	100.0	

App. 7. 105 **Group support helpful [Support]**

	Gender	age	sp group support	sp grp sup helpful	sp 1-to-1 support	sp 1-to-1 helpful	sp did module 0506?
1	male		used	.	used	.	
2	female	58	used	Most helpful	.	.	Yes
3	female	48	used	Most helpful	used		Yes
4	female	und 21	used	3rd most helpful	used	Most helpful	
5	female	26-29 yrs	used	Most helpful	used	Most helpful	Yes
6	male	22	used		used		
7	female	30	used	2nd most helpful	used	3rd most helpful	No
8	female	under 21	used		used	Most helpful	
9	female	49	used	2nd most helpful	used	5	Yes
10	male	19	used	4th helpful	used	2nd most helpful	
11	female	44	used	6	.	.	Yes
12	male	26-29 yrs	used	2nd most helpful	used	2nd most helpful	No
13	male	55	used	2nd most helpful	used	Most helpful	Yes
14	female	under 21	used	2nd most helpful	used	Most helpful	Yes
15	female	under 21	used	3rd most helpful	used	4th helpful	.
16	male	under 21	used	6	used	3rd most helpful	
17	male	under 21	used	6	used	8	No
18	female	under 21	used	4th helpful	used	3rd most helpful	No
19	male	21-24 yrs	used	Most helpful	used	Most helpful	Yes
Total	**N**	**18**	**19**		**17**		**Yes - 8**

App. 7. 106 **Group support combined with other support types [Support]**

Gender		Frequency	Percent
Valid	female	52	55.9
	male	41	44.1
	Total	93	100

App. 7. 107 **Group support gender [Support]**

Study format		Frequency	*Valid* Percent	Cumulative Percent
Valid	FT study	67	82.7	82.7
	PT study	3	3.7	86.4
	sandwich 1yr placement - can be aboard	2	2.5	88.9
	sandwich - yr placement - mostly UK	8	9.9	98.8
	sandwich 1 yr	1	1.2	100.0
	Total	81	100.0	
Missing	Total	12		
Total		93		

App. 7. 108 **Group support study format [Support]**

Research group		Frequency	Percent	Cumulative Percent	Valid Percent
Valid	A	6	6.5	6.5	7.1
	B	42	45.2	51.6	49.4
	C	28	30.1	81.7	32.9
	D	9	9.7	91.4	10.6
	Shadow – not formally registered	6	6.5	97.8	
	unknown	2	2.2	100.0	
Total		93	100.0		100.0

App. 7. 109 **Group support and research groups [Support]**

Age at start		Frequency	Percent	Cumulative Percent
Valid	under 21	43	53.8	53.8
	21-24 yrs	11	13.8	67.5
	25 yrs	1	1.3	68.8
	26-29 yrs	4	5.0	73.8
	30+	20	25.0	98.8
	over 25	1	1.3	100.0
Total		80	100.0	
Missing	System	13		
Total		93		

App. 7. 110 **Group support age groups at start of course [Support]**

Learning Skills Module - M0506

sp aware of module 0506?		Frequency	Percent
Valid	Yes	88	65.2
	No	47	34.8
Total		135	100.0

App. 7. 111 **Aware of Learning Skills module [Support]**

sp did skills module 0506?		Frequency	Percent
Valid	Yes	27	26.7
	No	74	73.3
Total		101	100.0

App. 7. 112 **Number who did the Learning skills module [Support]**

sp did skills module 0506?		Frequency	Percent
Valid	Yes	16	17.8
	No	74	82.2
Total		90	100.0

App. 7. 113 **Aware of and did the Learning skills module [Support]**

sp reason for not doing 0506		Frequency	Percent
Valid	Timetable clash	17	23.0
	Have the skills	6	8.1
	Timetable full	35	47.3
	Plan to do it	4	5.4
	None of the above	12	16.2
Total		74	100.0

App. 7. 114 **Reasons for not doing the module – for those aware of module [Support]**

Study format		Frequency	Percent	Cumulative Percent
Valid	FT study	77	76.2	76.2
	PT study	7	6.9	83.2
	sandwich 1yr placement - can be aboard	5	5.0	88.1
	sandwich - yr placement - mostly UK	11	10.9	99.0
	sandwich	1	1.0	100.0
	Total	101	100.0	
Missing	Total	8		
Total		109		

App. 7. 115 **Format of study for users of the Learning skills module**

Gender		Frequency	Percent
Valid	female	62	56.9
	male	47	43.1
Total		109	100.0

App. 7. 116 **Learning skill module - gender split**

Age at start		Frequency	Percent
Valid	under 21	41	40.6
	21-24 yrs	18	17.8
	25 yrs	1	1.0
	26-29 yrs	11	10.9
	30+	28	27.7
	under 25	2	2.0
	Total	101	100.00
Missing	System	8	
Total		109	

App. 7. 117 **Age group at start of course for users of the Learning skills module**

Research group		Frequency	Percent
Valid	A	3	3.3
	B	38	42.2
	C	32	35.6
	D	17	18.9
Total		90	17.5
	unknown	19	100.00
Total		109	

A = knew dyslexic and contacted before the start of the course
B = knew and made contact in the first term
C = did not know
D = knew but made contact later in course

App. 7. 118 **Research groups for users of the Learning skills module**

Individual

eq 1-to-1 support		Frequency	Percent	Valid Percent
Valid	recommended	26	17.7	43.3
	recommended & used	34	23.1	56.7
	Total	60	40.8	100.0
Missing	System	87	59.2	
Total		147	100.0	

App. 7. 119 **Individual support recommendation [Equipment]**

eq 1-to-1 helpful		Frequency	Percent
Valid	Most helpful	13	40.6
	2nd most helpful	6	18.8
	3rd most helpful	7	21.9
	4th helpful	3	9.4
	5	2	6.3
	6	1	3.1
Total		32	100.0

App. 7. 120 **Individual support recommendation helpfulness [Equipment]**

sp 1-to-1 support		Frequency	Percent
Valid	used	44	29.9
Missing	System	103	70.1
Total		147	100.0

App. 7. 121 **Individual support recommendation [Support]**

sp 1-to-1 helpful		Frequency	Percent	Cumulative Percent
Valid	Most helpful	17	47.2	47.2
	2nd most helpful	2	5.6	52.8
	3rd most helpful	7	19.4	72.2
	4th helpful	4	11.1	83.3
	5	4	11.1	94.4
	6	1	2.8	97.2
	8	1	2.8	100.0
	Total	36	100.0	

App. 7. 122 **Individual support recommendation helpfulness [Support]**

	Age at start	Frequency	Percent	Cumulative Percent
Valid	under 21	191	54.9	54.9
	21-24 yrs	59	17.0	71.8
	25 yrs	5	1.4	73.3
	26-29 yrs	30	8.6	81.9
	30+	57	16.4	98.3
	under 25	4	1.1	99.4
	over 25	2	.6	100.0
	Total	348	100.0	
Missing	System	18		
Total		366		

App. 7. 123 **Age of users of individual support sessions, at start of course**

	Gender	Frequency	Percent
Valid	female	193	52.7
	male	173	47.3
	Total	366	100.0

App. 7. 124 **Gender of individual support users**

	Study format	Frequency	Percent
Valid	FT study	290	84.3
	PT study	12	3.5
	sandwich 1yr placement - can be aboard	6	1.7
	sandwich - yr placement - mostly UK	24	7.0
	sandwich -other	9	2.6
	distance learning, writing up, other	3	.9
	Total	344	100.0
Missing	Total	22	
Total		366	

App. 7. 125 **Format of study for users of individual support sessions**

	Research group	Frequency	Percent
Valid	A	20	5.5
	B	154	42.1
	C	90	24.6
	D	65	17.8
	Total	329	100.0
	Unknown	37	
Total		366	100.0

A = knew dyslexic and contacted before the start of the course
B = knew and made contact in the first term
C = did not know
D = knew but made contact later in course

App. 7. 126 **Research group for users of individual support sessions**

7.2 Outcome and results

7.2.1 Courses and outcomes

Leaving codes

Leaving code

	Frequency	Percent
OK	913	80.37
await results	6	0.53
	919	***80.90***
Academic fail	**63**	5.55
health	3	0.26
deceased	2	0.18
financial	1	0.09
other personal	23	2.02
time lapsed	31	2.73
working	1	0.09
other	16	1.41
excluded by finance	3	0.26
	80	***7.04***
voluntary withdrawal	**9**	**0.79**
unsuitable career	2	0.18
course unsuitable	1	0.09
course unsatisfactory	1	0.09
transferred college	13	1.14
transferred course	14	1.23
	31	***2.73***
attend only	1	0.09
unknown	33	2.90
Total	**1136**	**100.00**

App. 7. 127 **Leaving codes [Historic]**

Courses [PIP]

Course / Fields	Case frequency
HOTEL & RESTURANT MANGEMENT	9
OCCUPATIONAL THERAPY	8
ADULT NURSING	6
BUSINESS & MANAGEMENT	6
AUTOMOTIVE ENGINEER	5
CONSTRUCTION MANGEMENT	5
INFORMATION SYSTEMS	4
MODERN HISTORY	4
APPLIED SOCIAL STUDIES	3
ARCHITECTURE	3
CELL & MOLECULAR BIOLOGY	3
CIVIL ENGINEERING	3
EARLY CHILDHOOD STUDIES / EDUCATIONAL STUDIES	3
ENGLISH STUDIES	3
REAL ESTATE MANGEMENT	3
TECHNOLGY MANAGEMENT	3
YOUTH & COMMUNITY WORK & APPLIED THEOLOGY	3

App. 7. 128 **Degree course frequencies of three or greater [PIP]**

Course Code	Module Frequency	%	Title (*single field – part of joint degree*)
HL	167	3.93	BSc Hotel and Restaurant Management
**	167	3.93	Combined Studies
OT	144	3.39	BSc Occupational Therapy
AN	121	2.84	*Anthropology*
CZ	117	2.75	BSc Construction Management
BU	115	2.7	BA Business and Management
NT	107	2.52	BSc Adult Nursing
EF	96	2.26	BEng Automotive Engineering
IG	82	1.93	BSc Information Systems
HY	80	1.88	BA Modern History
EM	64	1.5	BSc Real Estate Management
TM	62	1.46	BSc Technology Management
PS	62	1.46	*Psychology*
CB	59	1.39	BSc Cell and Molecular Biology
YC	58	1.36	BA Youth and Community Work and Applied Theology
HM	56	1.32	*Hospitality Management Studies*
EH	55	1.29	*Exercise and Health*

App. 7. 129 **Top 15 field codes and field titles**

	Frequency	Percent
BA	67	38.3
BEng	9	5.1
BSc	83	47.4
BTh	1	0.6
Dip	6	3.4
Post grad	9	5.1
	175	100.0

App. 7. 130 **Course type frequencies [PIP]**

Outcomes [PIP]

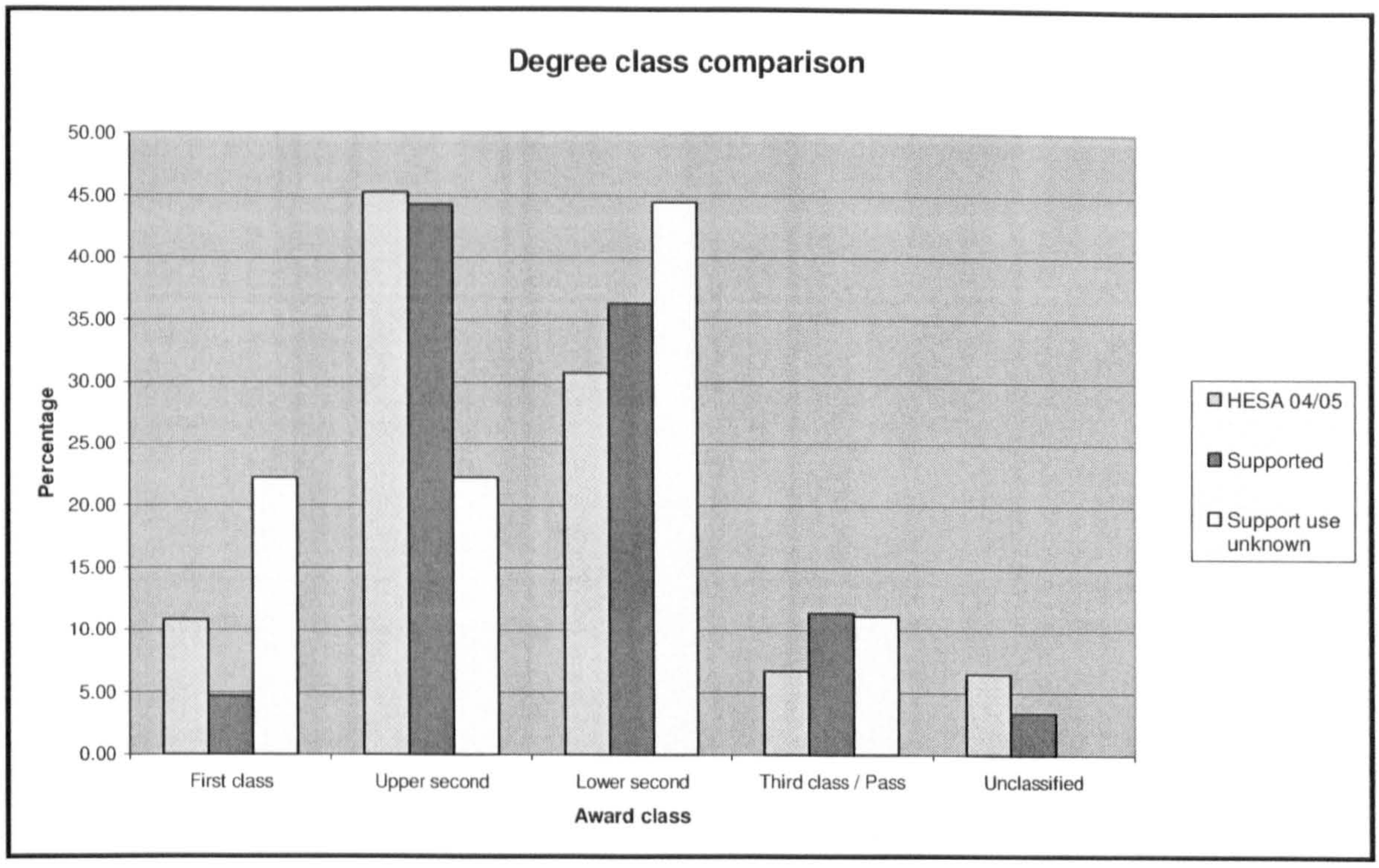
Class of award		Frequency	Percent
Degree	first class honour	9	5.2
	upper second class	69	39.7
	lower second class	60	34.5
	third class honour	4	2.3
	degree	16	9.2
Diploma	distinction	1	0.6
	merit	1	0.6
	pass	4	2.3
Post grad	Distinction	2	1.1
	Pass	7	4.0
Fail	fail	1	0.6
		174	100.0
Missing		22	
Total		196	

90.8% degree passes

App. 7. 131 **Class of award [PIP]**

	First class	Upper second	Lower second	Third class / Pass	Unclassified
HESA 04/05 - First Degree	10.85	45.27	30.68	6.72	6.49
PIP dyslexic – Degrees %	5.70	43.04	36.71	11.39	3.16
PIP dyslexic – Degrees no.	9	68	58	18	5

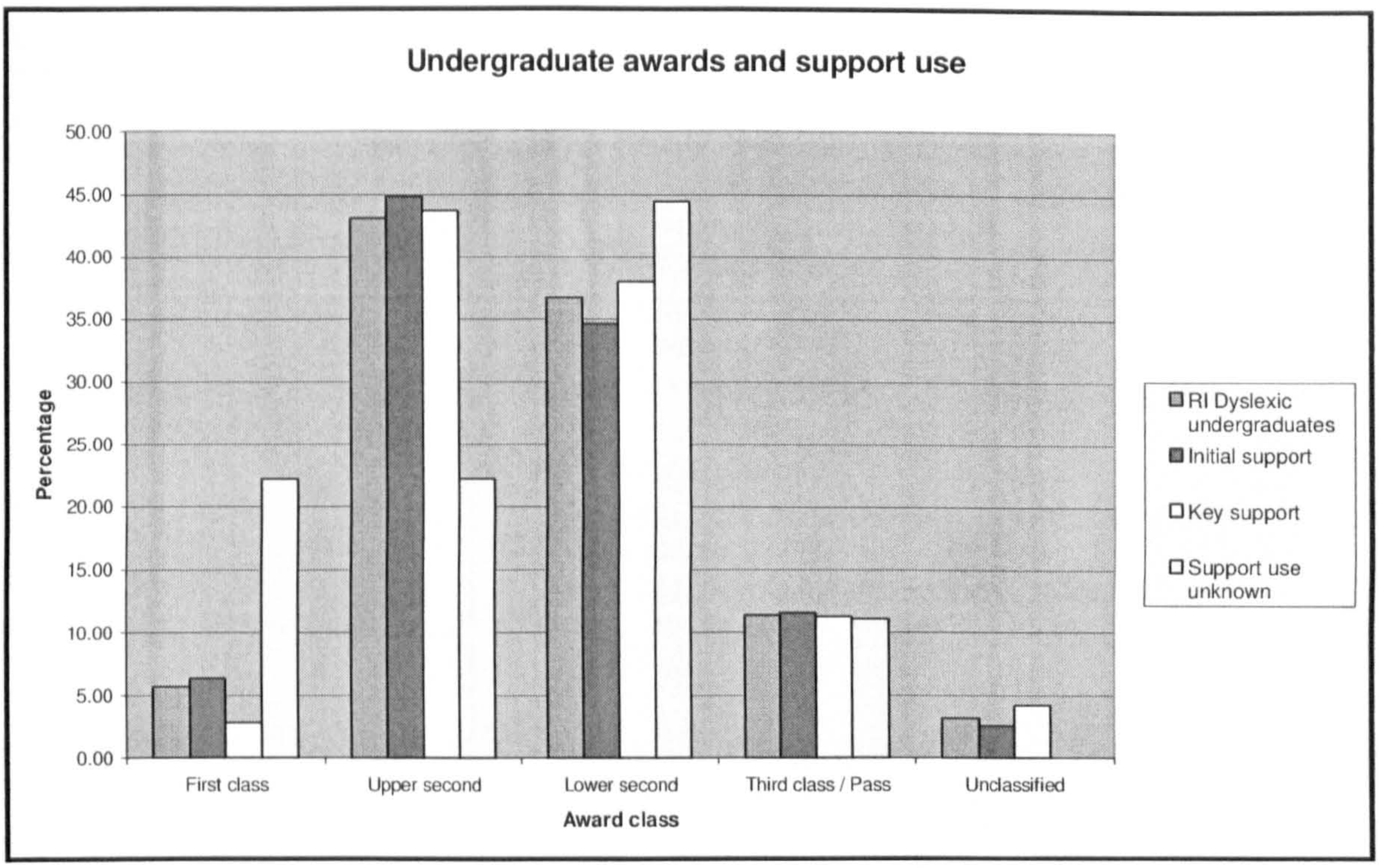
App. 7. 132 **Undergraduate Degree Class [HESA, PIP]**



App. 7. 133 **Degree class comparison percentages national and RI supported and unsupported [HESA and PIP]**

	RI Dyslexic under-graduates	%	Initial support	%	Key support	%	Support use unknown	%
First class	9	5.70	5	6.41	2	2.82	2	22.22
Upper second	68	43.04	35	44.87	31	43.66	2	22.22
Lower second	58	36.71	27	34.62	27	38.03	4	44.44
Third class / Pass	18	11.39	9	11.54	8	11.27	1	11.11
Unclassified	5	3.16	2	2.56	3	4.23		
	158	100.00	78	100.00	71	100.00	9	100.00

App. 7. 134 **Degree class frequency for support levels, for dyslexic students at RI [PIP]**



App. 7. 135 **RI dyslexic undergraduate awards and support [PIP]**

	HE Support	first class honour	upper second class	lower second class	third class honour	degree	Post grad. course	Total
<11 yrs	support	0	7	5	0	1	1	14
	no support	4*	3	2	0	0	1	10
	total	**4**	**10**	**7**	**0**	**1**	**2**	**24**
	% of age group	16.67	41.67	29.17	**0**	4.17	8.33	
11-15 yrs	support	0	8	1	1	0	0	10
	no support	0	1	0	0	0	0	1
	total	**0**	**9**	**1**	**1**	**0**	**0**	**11**
	% of age group	0	81.82	9.09	9.09	0	0	
16-17 yrs	support	0	5	5	0	0	0	10
	no support	0	2	2	0	0	0	4
	total	**0**	**7**	**7**	**0**	**0**	**0**	**14**
	% of age group	0	50	50	0	0	0	

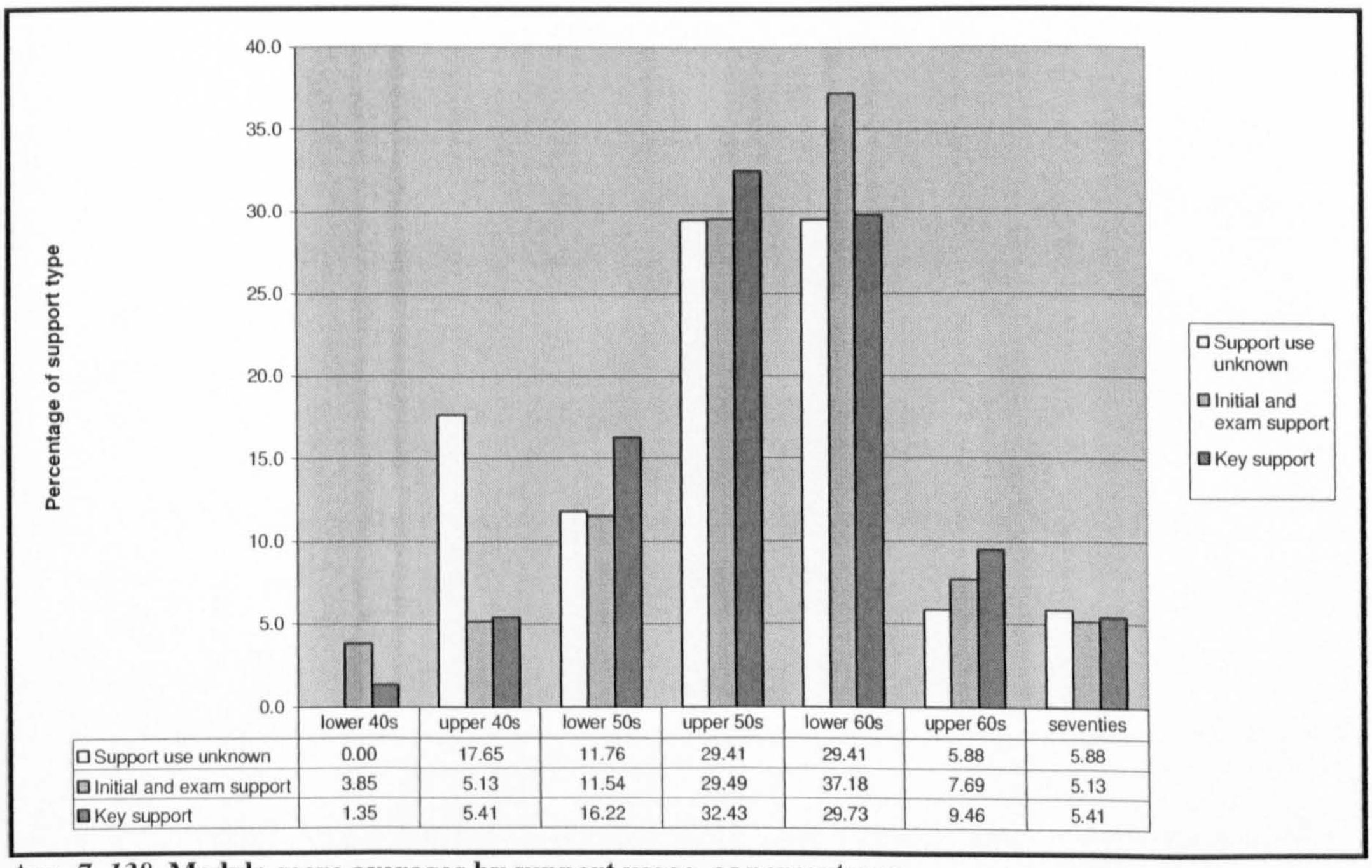
* one of these was interviewed and had been to East Court school, which is a specialist dyslexia school

App. 7. 136 **Outcomes for students identified and supported during school years**

Modules

grade		Frequency	Percent	description
Valid		58	1.4	none
	*	17	0.4	unknown (double module?)
	A	427	10	Results of 70% and better
	B+	1166	27.4	Results of 60-69%
	B	1312	30.8	Results of 50-59%
	C	715	16.8	Results of 40-49%
	CR	19	0.4	Transferred Credit
	D	2	0	
	DF	7	0.2	Other evidence
	EX	2	0	Exemption – doesn't have to be passed, but doesn't count either
	F	216	5.1	Failed and can't resit without retaking the module
	FR	55	1.3	Failed at reassessment
	FW	2	0	
	MC	11	0.3	Medical certificate pass
	MR	7	0.2	Medical resit exam or coursework full marks available without retaking module
	MS	15	0.4	Ungraded pass on medical grounds
	P	116	2.7	Passed at reassessment
	RB	11	0.3	Resit course work and or exam but not retake the module
	RC	10	0.2	Resit course work but not retake the module
	RE	40	0.9	Resit exam but not retake the module
	S	46	1.1	Pass on assessment that are pass/fail
	Total	4254	100	

App. 7. 137 **Module Grades of undergraduates, with key**



	lower 40s	upper 40s	lower 50s	upper 50s	lower 60s	upper 60s	seventies
Support use unknown	0.00	17.65	11.76	29.41	29.41	5.88	5.88
Initial and exam support	3.85	5.13	11.54	29.49	37.18	7.69	5.13
Key support	1.35	5.41	16.22	32.43	29.73	9.46	5.41

App. 7. 138 **Module score averages by support usage, as percentages**

Summary of grades:	grade %
Modules results	85.10
credit	0.71
failed % of modules	6.42
medical pass modules	0.78
retakes	5.24
unknown	1.76
	100.00

App. 7. 139 **Module Grade groups as percentages**

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Modules Passed	170	1	35	23.70	4.88
Total Basic Modules	163	7	15	8.86	1.23
Acceptable Advanced Mod	163	0	24	15.35	3.49
Average mark for modules	170	40.00	72.50	58.86	6.25
Valid N (listwise)	161				

App. 7. 140 **Module descriptive data [PIP]**

Support - percentage	First	Upper 2nd	Lower 2nd	Third / Pass
Group	3.03	54.56	30.3	12.12
M0506	4.55	45.45	36.36	13.64
One-to-one	0	45.45	43.18	11.36

App. 7. 141 **Degree class and support type percentages [PIP]**

7.2.2 Course and results by Research groups

Group A

Gender		Frequency	Percent
Valid	female	26	33.3
	male	52	66.7
	Total	78	100.0

App. 7. 142 **Research group A – gender**

Age at start		Frequency	Percent
Valid	under 21	43	63.2
	21-24 yrs	14	20.6
	25 yrs	1	1.5
	26-29 yrs	4	5.9
	30+	6	8.8
Total		68	100.0

App. 7. 143 **Research group A - age at course start**

Study format		Frequency	Percent
Valid	FT study	40	67.8
	PT study	5	8.5
	sandwich 1yr placement - can be aboard	2	3.4
	sandwich - yr placement - mostly UK	10	16.9
	sandwich 1 yr	1	1.7
	sandwich	1	1.7
Total		59	100.0

App. 7. 144 **Research group A, Format of study**

Course type award		Frequency	Percent
Valid	BA Hons Modular	6	37.5
	BSc Hons Modular	8	50
	BSc Ord Modular	2	12.5
Total		16	100

App. 7. 145 **Research group A, Course type**

Class of award		Frequency	Percent
Degree	first class honour	2	12.5
	upper second class	7	43.8
	lower second class	5	31.3
	degree	2	12.5
Total		16	100

App. 7. 146 **Research group A, degree award class**

Group B

Age at start		Frequency	Percent
Valid	under 21	341	68.3
	21-25 yrs	81	16.2
	26-29 yrs	26	5.2
	30+	51	10.2
	Total	499	100.0

App. 7. 147 **Research group B, age at start of course**

Study format		Frequency	Percent
Valid	FT study	398	84.0
	PT study	20	4.2
	sandwich 1yr placement - can be aboard	18	3.8
	sandwich - yr placement - mostly UK	33	7.0
	sandwich 1 yr	3	.6
	other	1	.2
	temp withdrawn	1	.2
Total		474	100.0

App. 7. 148 **Research group B, Format of study**

Course type award		Frequency	Percent
Valid	BA Hons Modular	31	35.6
	BSc Hons Modular	42	48.3
	BEng Hons Modular	8	9.2
	Postgraduate	4	4.6
	Diploma	2	2.3
	Total	87	100.0

App. 7. 149 **Research group B, Course type**

	Class of award	Frequency	Percent
Postgraduate	Distinction	2	2.3
	Pass	2	2.3
Degree	first class honour	5	5.7
	upper second class	36	41.4
	lower second class	33	37.9
	third class honour	2	2.3
	degree	5	5.7
Diploma	distinction	1	1.1
	pass	1	1.1
Total		87	100.0

App. 7. 150 **Research group B, Class of award**

Group C

Age at start		Frequency	Percent
Valid	under 21	142	45.22
	21-25 yrs	83	26.43
	26-29 yrs	37	11.78
	30+	52	16.56
	Total	314	100

App. 7. 151 **Research group C, Age at start of course**

Study format		Frequency	Percent
Valid	FT study	243	81.0
	PT study	18	6.0
	sandwich 1yr placement - can be aboard	6	2.0
	sandwich - yr placement - mostly UK	17	5.7
	sandwich 1 yr	12	4.0
	sandwich	3	1.0
	writing up	1	.3
Total		300	100.0

App. 7. 152 **Research group C, Format of Study**

Course type award		Frequency	Percent
Valid	BA Hons Modular	18	40.9
	BSc Hons Modular	20	45.5
	BEng Hons Modular	1	2.3
	BTH Hons	1	2.3
	Postgraduate	2	4.6
	Diploma	2	4.6
	Total	44	100

App. 7. 153 **Research group C, Course Type**

	Class of award	Frequency	Percent
Post Grad	Pass (Postgraduate)	2	4.7
Degree	first class honour	1	2.3
	upper second class	20	46.5
	lower second class	12	27.9
	degree	5	11.6
	fail	1	2.3
Diploma	merit	1	2.3
	pass	1	2.3
Total		43	100.0

App. 7. 154 **Research group C, Award class**

Group D

Group D	Age at start	Frequency	Percent
Valid	under 21	170	67.19
	21-25 yrs	49	19.37
	26-29 yrs	10	3.95
	30+	24	9.49
	Total	253	100

App. 7. 155 **Research group D, Age at start of course**

Study format		Frequency	Percent
Valid	FT study	177	72.5
	PT study	12	4.9
	sandwich 1yr placement - can be aboard	20	8.2
	sandwich - yr placement - mostly UK	24	9.8
	sandwich 1 yr	8	3.3
	sandwich	1	.4
	distance learning	1	.4
	other	1	.4
Total		244	100.0

App. 7. 156 **Research group D, Format of study**

Course type award		Frequency	Percent
Valid	BA Hons Modular	7	35.0
	BA Ord Modular	1	5.0
	BSc Hons Modular	8	40.0
	BSc Ord Modular	2	10.0
	Graduate Diploma	1	5.0
	MBA	1	5.0
	Total	20	100.0

App. 7. 157 **Research group D, Course type**

	Class of award	Frequency	Percent
Post Grad	Pass (Postgraduate)	2	10.0
Degree	first class honour	1	5.0
	upper second class	5	25.0
	lower second class	8	40.0
	third class honour	1	5.0
	degree	3	15.0
Total		20	100.0

App. 7. 158 **Research group D, Award class**

7.2.3 Student feedback – experience in HE and outcome

Did you order all recommended equipment?		Frequency	Percent	Valid Percent
Valid	Yes	94	63.9	79.7
	No	23	15.6	19.5
	Mostly	1	.7	.8
	Total	118	80.3	100.0
Missing	Total	29	19.7	
Total		147	100.0	

App. 7. 159 **Amount of recommended equipment actually ordered [Equipment]**

Did you upgrade recommended equipment?		Frequency	Percent
Valid	Yes	3	15.8
	No	16	84.2
	Total	19	100.0
Missing	Total	4	
Total		23	

App. 7. 160 **Any upgrade of recommendations? Where not all recommendations ordered [Equipment]**

Was too much recommended?		Frequency	Percent
Valid	Yes	6	31.6
	No	13	68.4
	Total	19	100.0
Missing	Total	4	
Total		23	

App. 7. 161 **Too much recommended? Where not all recommendations ordered [Equipment]**

(see *App. 7.83*)

Have you abandoned any recommendations?		Frequency	Percent
Valid	Yes	9	50.0
	No	9	50.0
	Total	18	100.0
Missing	Total	5	
Total		23	

App. 7. 162 **Abandoned any recommendations? Where not all recommendations ordered [Equipment]**

Amount of study support before university?		Frequency	Percent
Valid	None	9	39.1
	Some	8	34.8
	Plenty	5	21.7
	More than enough!	1	4.3
	Total	23	100.0

App. 7. 163 **Previous study skill support? Where not all recommendations ordered [Support]**

Feedback Support summary

Satisfaction with ordering		Frequency	Percent
Valid	Very satisfied	44	40.4
	Adequate	42	38.5
	Could have been better	13	11.9
	Stressful	10	9.2
	Total	109	100.0
Missing	Total	38	
Total		147	

App. 7. 164 **Satisfaction with the ordering process [Equipment]**

Did equipment work on delivery?		Frequency	Percent
Valid	Yes	87	82.1
	No	19	17.9
	Total	106	100.0
Missing	Total	41	
Total		147	

App. 7. 165 **Equipment working on delivery? [Equipment]**

Was too much recommended?		Frequency	Percent
Valid	Yes	46	43.8
	No	59	56.2
	Total	105	100.0
Missing	Total	42	
Total		147	

App. 7. 166 **Too much equipment recommended? [Equipment]**

Can you use it all for study?		Frequency	Percent
Valid	Yes	93	86.9
	No	12	11.2
	Mostly	2	1.9
	Total	107	100.0
Missing	Total	40	
Total		147	

App. 7. 167 **Use equipment affectively? [Equipment]**

(see *App. 7.83, App. 7.162*)

Have you abandoned any recommendations?		Frequency	Percent
Valid	Yes	35	34.7
	No	66	65.3
	Total	101	100.0
Missing	Total	46	
Total		147	

App. 7. 168 **Abandoned any equipment [Equipment]**

Individual support

Used individual support?		Frequency	Percent
Valid	Yes	38	45.8
	No	45	54.2
Total		83	100.0

App. 7. 169 **Used individual support? [Support]**

When did individual support start?		Frequency	Percent	Cumulative Percent
Valid	Year 1 Term 1	4	9.8	9.8
	Year 1 Term 2	8	19.5	29.3
	Year 1 Term 3	4	9.8	39.0
	Year 2 Term 1	3	7.3	46.3
	Year 2 Term 2	6	14.6	61.0
	Year 2 Term 3	4	9.8	70.7
	Year 3 Term 1	5	12.2	82.9
	Year 3 Term 2	5	12.2	95.1
	Year 4 Term 1	2	4.9	100.0
	Total	41	100.0	
Missing	Total	360		
Total		401		

App. 7. 170 **University support – one-to-one support start term during course**

Did individual support start soon enough?		Frequency	Percent
Valid	Sooner	19	61.3
	Bit sooner	11	35.5
	Later	1	3.2
	Total	31	100.0
Missing	Total	370	
Total		401	

App. 7. 171 **University support – one-to-one support timing**

Was the support time enough?		Frequency	Percent
Valid	Much more	7	21.2
	Few more	15	45.5
	Bit less	5	15.2
	Lot less	1	3.0
	Fine	5	15.2
	Total	33	100.0
Missing	Total	368	
Total		401	

App. 7. 172 **University support – one-to-one support quantity**

Administration issues and grades

Dyslexia did not affect grades?		Frequency	Percent
Valid	Very satisfied	17	11.4
	Fairly satisfied	72	48.3
	Unsatisfied	46	30.9
	Very unsatisfied	14	9.4
	Total	149	100.0
Missing	Total	6	
Total		155	

App. 7. 173 **Dyslexia caused problems with grades? [Support]**

Extent dyslexia caused admin problems?		Frequency	Percent
Valid	None	46	31.1
	Not a lot	45	30.4
	Some	46	31.1
	A lot	11	7.4
	Total	148	100.0
Missing	Total	7	
Total		155	

App. 7. 174 **Dyslexic problems with administration? [Support]**

Did the administration system affected grades?		Frequency	Percent
Valid	Yes	18	12.9
	No	120	85.7
	possibly	2	1.4
	Total	140	100.0
Missing	Total	15	
Total		155	

App. 7. 175 **Problems with the administration system affected grades? [Support]**

Benefit of support

Did individual support helped grades?		Frequency	Percent
Valid	Yes	29	50.0
	No	28	48.3
	Not sure	1	1.7
	Total	58	100.0
Missing	Total	1661	
Total		1719	

App. 7. 176 **Support helped grades? Unfiltered sample [Support]**

If you used groups, did it help grades?		Frequency	Percent
Valid	Yes	26	41.3
	No	37	58.7
	Total	63	100.0
Missing	Total	92	
Total		155	

App. 7. 177 **If using Groups, did it help grades? [Support]**

Would you use drop-in support?		Frequency	Percent
Valid	Yes	71	74.7
	No	24	25.3
	Total	95	100.0
Missing	Total	306	
Total		401	

App. 7. 178 **Would you use drop-in support sessions? [Support]**

Chapter 8 Appendices

8.1 Experience of dyslexia

8.1.1 Accommodating Dyslexia

Selection from the Dyslexia interview node: focus on how dyslexia was experienced, with the transcription line number and anonoymous reference for the interviewee.

Interview quotes - Dyslexia	Anon. Ref.
257: for me because anything about dyslexia reflects very bad experiences.	F16
257: it brings something that I am disabled and it puts me down in the beginning.	F16
261: I'm still negative about it I think.	F16
230: problem I have is spelling. I'm always conscious even about writing a note to my husband.	F4
15: I suppose for a long time I just basically thought I was a bit stupid because I struggled with reading and writing	F17
47: constantly have to explain it because if you're going to cope in the world, if I want to find these books, I need to know how to spell the names. Even now it still impacts.	F17
109: more aware of the confusion I have with right and left.	F17
117: I am exposing my vulnerability, trying to find out if I'm dyslexic	F17
177: I do have a theory with a lot of the dyslexics I've met that no matter what they do it's never good enough. And they have to go on to next one. They are constantly proving themselves somehow	F17
305: advantage of dyslexia in many ways it's brought out a huge creative side of me.	F17
309: I do see it now as an advantage even though there is difficulties with it.	F17
12: six weeks holiday I seemed to have forgotten what I'd learnt the previous term. So she encouraged our mother to keep our reading up to scratch.	F6
24: looking down forgetting what you'd just seen looking up.	F6
17: doing GCSEs and things a lot of the teachers were saying I could participate verbally but when it came to exams I didn't necessarily get the marks.	F11
12: you're not so confident when you're writing.	F5
12: You don't write such long words because you can't spell them.	F5
181: always worried I've got to write this down quickly before I miss the next one.	F5
18: a slow reader	F10
22: don't know my multiplication tables.	F10
30: Yes they [spelling tests] were a bit of a trauma	F10
50: I would understand it when I read it but I wouldn't be able to remember it	F10
194: making twice as much work for me	F10
331: it was almost implying that you were stupid if you were dyslexic	F10
383: I think this attitude of dyslexics being thick which very much comes across an awful lot to me anyway.	F10
399: You do very quickly make ways of avoiding certain situations and not putting yourself in a situation that you're not good at,	F10
12: a problem of doing well in class, and then coming to the exam I just basically be three or four grades lower that it actually should be.	M10
15: forget how to spell words, even simple words like ... 'there'. I would have to repeat it 3 or four times	M10
25: as I got older I did try and hide the fact that I was dyslexic. I guess I thought it would be a hindrance. I was embarrassed about it.	F23
167:[Dyslexia assessment] 'you know now' and I almost expected a miracle cure. And of course you don't get it. And of course it was almost like what do I do about it?	F12
291: maths of course is a real problem, writing down numbers, telephone numbers, a real problem. Have to just keep going over it.	F12

Interview quotes – Cont.	**Anon. Ref.**
13: I remember famously my mum when I was little seeing my books at Parents Evening. Every Saturday night we used to go out to the pub and I used to write about this "News" Monday morning. I used to write we would go out to the 'pud' not the 'pub'. I was taken the mickey out of.	**F9**
280: if I went down the [pub] cellar I couldn't remember all the things.	**F1**
12: couldn't read properly until I was about nine	**F29**
12: times tables were hell, for me looking at times tables on paper it just doesn't work	**F29**
16: dyslexia, my way of coping, is to take it slower and so that's the problem really.	**F29**
36: so long for me and so frustrating that you can talk and you can understand what you are being taught and yet putting it down on paper was such a struggle.	**F29**
52: I found out like when you look at a page of typed words, I see the white spaces and some people just seem black.	**F29**
68: I can't read out loud, it just terrifies me	**F29**
73: I never really made the connection until I looked at my spelling and thought 'something is really wrong here'.	**F27**
77: I'm wondering why doesn't this make sense because it makes sense to me. Can't you see my point?	**F27**
134: I get sidetracked and my concentration waivers after ten minutes	**M12**
138: a little bit longer for me to do stuff and to get to grips with things was a little bit more difficult	**M12**
286:levels of dyslexia where you can have someone who is really clever and good at complicated maths and physics but hopeless at grammar and whatever. ... get their lefts and rights mixed up and couldn't read terribly quickly and couldn't remember critical details so you have different levels of dyslexia	**M12**
393: people do have strengths who are dyslexic and I think I possibly would go for a job where I could use there.	**F20**
422: Rather than have a dyslexic do an exam to test them orally.	**F20**
250: I haven't really identified [dyslexia] ... um as being that positive, just different!	**M4**
24: I hate copying from boards, I always have done.	**M1**
24: I used to get terrible headaches doing it, that's one reason why my dyslexia effects me	**M1**
80: I have a terrible time with exams.	**M1**
80: if I'm stressed its worse and because I'm more dyslexic my stress gets worse.	**M1**
88: I was extremely dyslexic.	**M1**
156: [remembering in exams] suddenly it starts to spiral. I think everyone has that but if you're actually dyslexic there is no way you can get that information back.	**M1**
176: Even the most basic things, I didn't even know how to spell my second name correctly.	**M1**
176: I'm one of these people that finds phone conversations difficult because one thing my dyslexia, you see I'm not very good at sounds at all.	**M1**
225: I tend to find my dyslexia costs me between 10-15% per module for what I've done in the coursework to what I should be expected to get at the end of it.	**M1**
277: strong dyslexic thing I have. I just lose my ability to think. It's the noise, basically	**M1**
277: presence of other people. It makes me less relaxed and more stressed which means my dyslexia suddenly gets a bit worse which then makes me more stressed!	**M1**
299: actually on the severity. Very small group ... people gave me their dyslexic reports so I could get an idea of their verbal IQ and their dyslexic IQ if you like. The men were far worse than the women were.	**M1**
303: I tend to find that male dyslexics are more likely to completely drop out than women are.	**M1**
331: all that extra noise. Its distracting, you understand, but that's the dyslexia, its not me being anti-social.	**M1**
339: [dyslexia] its genetic and you've also got the environmental factors. ... some people can break out of their genetic programming a bit. Make an attempt to overcome it.	**M1**
382: although I'm dyslexic I'm always reading, fiction.	**M1**
242: you always think you are inferior because you're never valued as you were.	**F21**
246: I was very shocked when I discovered it was dyslexia.	**F21**
34: I can distinctly remember 3 x 5 = 15 but I was writing 51.	**F7**

Interview quotes – Cont.	Anon. Ref.
42: write a composition and I would have the paper in my hand but I wasn't reading. I would memorise.	F7
82: my own feeling I'd done well but the result was not what I wanted,	F7
86: last time I worked 10 hours so I will work 20 hours and see what I will get. Not knowing even if you worked 30 hours the problem is somewhere else.	F7
58: some days I'm perfectly fine you would never notice I'm dyslexic. Other days I can't speak at all, I can't read, I can't do anything. It's normally stress and tiredness that does for me.	F3
174: I kept missing everyone's appointments because I was instantly forgetting what was on the door.	F3
226: Until then I had always thought I was thick and I could cope because I had always made myself work harder.	F3
470: Often, like for me, it really messed up my emotions and stuff and I was all over the place.	F3
495: I've gone through such hassle and basically living hell some of the time, nothing can be done about what happened to me, but something can be able to be done like next generation.	F3
167: During my year out I got far more dyslexic because I just wasn't using my brain	F31
255: when I get tired my dyslexia gets worse	F31
57: I've always had a problem between my left and my right.	M14
137: I was quite angry. I grilled my parents a bit. It is a relief to know that there is some reason for it.	M15
265: a scary bit of dyslexia is not feeling at all safe, that it can just become overwhelming when things aren't going well.	M15
58: You haven't got a brain so therefore immediately you get the glazed look in the eye and you must need help because you are slightly lacking in thinking power or learning process	M6
18: used to read a lot, my spelling was the same as the bottom group.	F15
10: Concentration, reading and reading aloud.	F26
162: One of the strengths of being dyslexic is being very organised.	F26
186: I've always seen it as something that hangs around your neck, you're labelled to some extent.	F26
222: I was given a label at that point but I never understood what it did.	F26
222: I hid very quickly in the arts so it was never much of a challenge and never used	F26
226: I don't really want to sacrifice the way I think	F26
226: you have to understand that there are lots of things I can do that other people can't.	F26
30: I didn't know any different and what I did was my best	FQ15
95: I think [dyslexics] they have to have personal drive and insight.	FQ15
101: Dyslexic hyperactive people need structure.	F19
353: with drugs because I'm so aware that is where I could make a mistake I am even more careful.	F19
353: Being dyslexic makes me far more conscientious and if I do have a problem with anything I'm very self-aware.	F19
353: BUT there is discrimination. I don't care what people say, there is discrimination because people don't understand.	F19
105: It was just my spelling and letters the wrong way round. Just little things.	F14
388: My main thing is putting the numbers the wrong way, jumbling them up, they're all there but in the wrong order.	F14
190: its not a disability its just hindrance	F8
59: I just didn't write. It was a vicious circle. Because I couldn't spell	M11
71: I did appear to be slower than everybody else.	M11
75: I couldn't explain it; the words were just running in to each other.	M11
159: finding it harder, well harder, then later on just being slower at reading and writing, and of course now I have the ability to problem solve in quite a unique manner, I think.	M2

App. 8. 1 **Dyslexia node [Interview]**

Good days and Bad days - the variability of dyslexia	Anon. Ref.
229: Sometimes for me it was easy to see what's there but sometimes so difficult	F16
285: you don't know the result is going to be okay or not.	F16
16: an odd mix because half the time I was fine and there wasn't any problem whatsoever and then my spelling was awful.	F30
117: Some days are great, I can wake up in the morning and write an essay.	F27
24: with a bit of stress and having to concentrate that way I get terrible, terrible headaches	M1
80: if I'm stressed its worse, and because I'm more dyslexic my stress gets worse.	M1
18: they knew I was a bit hit and miss on what I would do.	F3
58: I can lose it but it depends on how I'm feeling that day,	F3
58: some days I'm perfectly fine you would never notice I'm dyslexic.	F3
58: Other days I can't speak at all, I can't read, I can't do anything.	F3
187: when I'm having a really blonde day and being really stupid no one says anything because they all know I'm dyslexic	F31
187: I'm just being stupid because I'm dyslexic and I don't say 'no actually I'm just having a really blonde day'.	F31
199: I just don't take anything in in lectures but then some days I will take everything in.	F31
181: my English has always been up and down, good or bad	M14
181: I really wanted it to be up at that point but it wasn't. I thought I'd done really well and I hadn't	M14
265: a scary bit of dyslexia is not feeling at all safe, that it can just become overwhelming when things aren't going well.	M15

App. 8. 2 **Dyslexia - good days and bad [Interview]**

Interview quotes – Other peoples reactions	Anon. Ref.
112: my sister said 'now you find the excuse to behave like that'.	F16
112: in the background, because they know me as I am, they say 'okay there's something wrong with her, we knew something different about her but its okay'.	F16
116: still my sister says 'it can't be an excuse, you should get better'. Tough, isn't it? My brain doesn't allow me to do it!	F16
221: I could see what was going on [at work] but I had difficulty to tell even verbally and they always said 'what are you talking about?'	F16
225: I couldn't explain and then in the end they didn't like it [at work].	F16
117: I said 'I wanted to do psychology' and she said 'I really don't think you'd be able to do that, I don't think you'd be up to that'. And I thought 'what a cow', here I am exposing my vulnerability, trying to find out if I'm dyslexic and she was basically saying 'you can't be in the same category as me'.	F17
48: Must try harder was in everything!	M8
138: all laughing at me because even when I was younger, if they asked me to go and get something, I'd always forget one thing and they were laughing about that.	F11
52: people thought that me being slow was due to the fact of being moved round (schools) quite a lot.	F5
101: they were like oh she just wants extra time for her exams. GCSE's were coming up.	F5
299: you can spell better than me. You're lying, your not dyslexic, I'm more dyslexic than you.	F5
186: 'can I have the notes before hand'? They were a little bit reluctant to do that, a lot of them said it meant that I wasn't listening, 'you need to be here to listen'.	F10
323: My dad won't talk about it at all actually.	F10
323: My mum does, she makes it a laugh.	F10
201: when it comes down to it, they [fellow employees / employers] are not always quite so understanding as they say they are.	F23
13: my parents were worried but didn't know why they were worried or what they were worried about.	F28
45: strong feeling which I hadn't realised until I got to secondary school that my parents were very concerned	F28
45: overhead my parents speaking in the sitting room one evening that they were so pleased that I'd got to the same secondary school as my brother because they didn't think I'd make it	F28
101: my mum than anyone else, feels incredibly guilty that she never did anything about it earlier.	F28
125: I've said to everyone here that I'm dyslexic, having to admit to all the staff and the connotations on the image they have on dyslexic people is completely different.	F28
68: some teachers who got frustrated with me because they thought I was lazy and that was a bit of a problem.	F29
88: they either think all dyslexics are stupid or they get frustrated because they know your not stupid.	F29
25: said 'oh you're not supposed to mix capitals and lower case' and then she looked at who it was and said 'oh its you, that's okay then, this is fine then'. And I thought that's a bit weird.	F13
169: Oh my mum would do everything for me when I was out, when I was a kid!	F13
248: She said 'you're too much of a perfectionist'.	F13
38: I was trying my hardest and they were saying you're lazy and all this stuff.	M12
138: My dad was a little bit taken back and he took a couple of years to actually fully accept it.	M12
138: realised that my learning or academic abilities weren't the same as the regular person on the street type thing.	M12
138: a little bit longer for me to do stuff and to get to grips with things was a little bit more difficult but once they accepted that it was not a big deal.	M12
50: at home that I was a backward person and that I would not be able to make it.	F7
122: although it is a relief I don't tell those people they look down on me. I don't tell them. Those people they say she is backward. They don't need to know because I don't like to go back to the situation and also why should I tell them and given them another subject to talk about it.	F7
166: I am a totally self-taught person. I've never had anyone on my side, my mother, my father, my brother and my sister. I was thrown out and picked up myself.	F7
238: She said to me 'what are you doing here?' I said 'I've come for my graduation', she said 'what have you got?' I said 'second class' and she said 'I didn't believe it that you passed'. I didn't get upset but I said to myself I'm glad that I failed the expectation of the people.	F7

Interview quotes – Cont.	**Anon. Ref.**
38: the teacher I didn't get on with anyway because I wasn't very confident and I annoyed her a bit. She also commented that I was the last one to go across [ink pen] virtually.	**F3**
150: they [friends] were also a hindrance some of the time. They used to think I was too slow and try and give me all the answers	**F3**
150: [tutor would] come to me and say 'of course you can do it' and walk off again. It wasn't helpful because when I didn't understand	**F3**
158: there is only so much you can take of people laughing at your ability to do something.	**F3**
286: she wanted to teach me how to read and spell and told me my life was over as I knew it and I would have to rebuild it from scratch.	**F3**
402: my mum especially because its come through her I got it. She feels very bad she has passed on some faulty gene basically.	**F3**
442: I had was a reading test. I failed it and they were blatantly rude about it. I mean they told me 'are you always this bad at reading or is it nerves?'.	**F3**
85: I'd say 'can you go back' and everyone would sigh.	**M14**
33: I sometimes wouldn't understand why my teacher got so angry with me.	**M14**
37: I would be given some sums to do and I just hadn't done them. This was my own way of trying to explain that I was waiting until I had settled with them and they just saw it as being lazy and not doing anything.	**M14**
58: You haven't got a brain so therefore immediately you get the glazed look in the eye and you must need help because you are slightly lacking in thinking power or learning process	**M6**
58: Even now my present boss says 'oh you can't help it, you're dyslexic' and I say yes of course because it's not worth the argument.	**M6**
96: someone said to me the other day 'you just sat and made drawings'. I was given mind-mapping techniques.	**M6**
129: my dad's quite against ... I don't know he thinks it's a label and if you say you're dyslexic then you act dyslexic.	**F18**
87: I went to my tutor and she said that I should leave the course, it would be nobody's loss apart from mine because I wasn't putting the effort in.	**FQ15**
119: I don't think many people would want to be dyslexic who weren't, just for the sake of getting extra support.	**FQ15**
140: I went to see a counsellor because when I failed my coursework one of the conditions was that I went to speak to somebody about what was going on and I was actually told 'I don't know how people like you actually think'.	**FQ15**
65: It was just *F19* should try harder, *F19* should concentrate, *F19* should sit still	**F19**
157: the chap from the University interviewed me and said 'you're totally illiterate, I've never known such an illiterate student come through Teacher Training College'.	**F19**
289: he [husband] used to 'mark' my essays and its three hours for an essay, a whole afternoon, its tortuous. And he used to throw my work up in the air. He used to roll around on the floor, laughing his head off, tears pouring down his face. He'd read out what I'd said and I'd think 'that sounds really good'.	**F19**
27: said 'he's got a high IQ, there is no reason why he shouldn't be reading, writing and spelling'. He just basically called me lazy.	**M11**
319: She just doesn't understand that the three of us don't do things the way she thinks we should.	**M11**
343: If I had told my parents I'd got a place at university they would have said 'yes but your cousins did it when they left school'. Not 'congratulations'.	**M11**

App. 8. 3 **Other peoples' reaction node [Interview]**

Dyslexia not recognised at school – school experience

Node	Interview quotes – dyslexia unrecognised before HE	Anon. ref.
	Female, aged 47	
Primary	12: As far as I know I didn't have any problems reading and writing.	F6
Primary	12: my teacher saying to my mum that in the six weeks holiday I seemed to have forgotten what I'd learnt the previous term.	F6
Primary	24: [view of the board] we were sat in alphabetical order it helped because my surname began with 'A' so I was sat at the front.	F6
Primary	24: looking down forgetting what you'd just seen looking up.	F6
Primary	24: we were quite a small class anyway.	F6
Primary	40: I wasn't very good at it but wasn't made to be feel bad or silly or stupid.	F6
Primary	40: [treated as] individual so I never had the humiliating 'stand up, you're the last in the class'. He was brilliant.	F6
Primary	52: Primary school in general was a very happy time.	F6
Primary	60: We had the 11 Plus back then. Obviously didn't pass it because I would have gone on to grammar. But it didn't bother me in the slightest because the majority of my friends were going to the secondary modern so it was more important to be with my friends than to pass the 11 Plus. The logic of an 11 year old!	F6
Secondary	68: Good memories. Quite painful at times with me just sitting there and things going completely over my head.	F6
Secondary	68: if it was blackboard and chalk again nightmare but given books to look at actually on the desk and exercises that I could deal with.	F6
Secondary	100: School was something you didn't argue about with the teachers or the parents! I'm just going to have to grit my teeth and get on with this.	F6
Secondary	104: Homework was a nightmare because again you have the panic of this has got to be in tomorrow and I don't know what I'm doing...	F6
Secondary	108: on the assumption you were taught this in class, you must know what you're doing for homework.	F6
Secondary	168: At school we left at 15. I left school with no qualifications.	F6
	Female, aged 28	
Primary	13: First year and second year fine, no problems, third year started getting put in a corner where the teacher has to pay you more attention, it was attention but not necessarily always the best attention.	F28
Primary	13: create a new class for those that needed a little extra help that new class happened to be a portakabin in the school field ... Didn't find the work challenging though I had problems with certain areas it didn't seem to approach those areas or really help me out in any sense.	F28
Primary	13: I'd always get really good comments on my work like 'very creative writing, brilliant stories, blah blah blah, need to improve your spelling, see me ... you always felt like you'd done something wrong even though it said you had done something good. That was the basic experience.	F28
Primary	17: Two, five and ten times tables were fine. Any of the odd numbers were a nightmare. Spelling tests, I'd usually only get about two out of ten. ... Kind of would remember them for the spelling test. If we had them at the end of term I wouldn't remember them anyway.	F28
Primary	37: [copying] especially from one line to the next, I would find it hard to match it up to the next sentence. I would often start reading again and again.	F28
Secondary	45: I felt I had to prove something.	F28
Secondary	45: I got more worried about the spelling/grammar problems coming through	F28
Secondary	45: overhead my parents speaking in the sitting room one evening that they were so pleased that I'd got to the same secondary school as my brother because they didn't think I'd make it	F28
Secondary	45: strong feeling which I hadn't realised until I got to secondary school that my parents were very concerned	F28

Secondary	49: third year, pre GCSEs when you start coursework and stuff. I automatically started doing everything on computer	**F28**
Secondary	53: they liked it, really liked it. Especially because I could start doing nice titles and wiggly lines underneath. I sort of went from never getting anything higher than a C to sometimes getting a B or a B+.	**F28**
Secondary	61: without realising I would work out what teacher expected what. I knew I got good marks when I did it on computer for this person, this person wanted handwriting but didn't comment on spelling. It just sort of happened.	**F28**
Secondary	65: end of year tests where I'd be fine, well, not necessarily fine but bobbing along and then suddenly I'd have a test and the next year I'd go back into the lower class. After months of being incredibly bored, not challenged and finishing the work before everyone else, the teacher would shove me back up again.	**F28**
	Female, aged 20	
Primary	14: I don't think I ever had any big problems at primary school.	**F15**
Primary	18: I used to get about 2 out of 10 on my spelling tests whereas everyone else in the group got 10 out of 10. It was so embarrassing but that was only towards the end.	**F15**
Primary	30: Just teachers being a bit surprised that I was so rubbish at it [writing, spelling, reading].	**F15**
Secondary	42: first part of secondary school it was just spelling.	**F15**
Secondary	42: the sixth form I found I couldn't keep up taking notes in my science classes.	**F15**
Secondary	42: up until sixth form I found I would get no marks for spellings in exams, things like that.	**F15**
Secondary	46: copy what he was writing on the board and keep up with what he was saying at the same time. That was just a nightmare. It was horrible. I went to see him about it and he wasn't enormously sympathetic.	**F15**
Secondary	110: I'm surprised that they didn't notice it because I enjoyed English and I was quite good at it and my essays were quite good and then I would really struggle with basic things like spelling	**F15**
	Male, aged 45	
Secondary	98: I was very middle of the road at school. There were things I did quite well and when I look back on them it was because I worked reasonably hard at memorising rather than things coming naturally. But I didn't feel I had the necessary skills ... wasn't high enough, you know.	**M4**
Exams	62: I remember them being limited, struggling in exams, not being able to remember and beginning to panic.	**M4**
Exams	70: Lots of times I used to answer the question and then re-read it and then cross it out and start again.	**M4**
	Male, aged 21	
Primary	25: now as then I'm always the last person to finish copying from a board.	**M5**
Primary	45: why am I struggling when other people aren't and I'm clearly one of the brighter students here	**M5**
Primary	49: I would say that I pretty much had a lack of confidence through school.	**M5**
	Male, aged 55	
Primary	30: schools were very regimented	**M6**
Primary	14: [teacher who] taught me to read, which was absolutely amazing and very enjoyable. I could read and understand but I still couldn't write and express myself, my thoughts.	**M6**
Primary	14: I had problems writing, I couldn't write very well.	**M6**
Primary	14: I mastered reading at the age of nine.	**M6**
Primary	14: I started school in 1949 right, you just did the ten years and at fifteen you went to work.	**M6**
Secondary	26: I hated school. I never completed a complete term in my whole school life	**M6**
Secondary	26: my attendance was appalling, say two weeks of every term I just didn't attend	**M6**

	Male, aged 51	
Exams	203: Quite often in some of the exams I just write down absolutely everything you can think of and every formula and everything and work out every answer you can think of whether it is relevant or not!	**M8**
Exams	74: Quite why I didn't do O Levels at 15 or whatever. I don't know why I didn't do them.	**M8**
	Male, aged 19	
Primary	16: My writing wasn't very good. Quite shabby, messy.	**M9**
Primary	64: the first few years I didn't like it [primary school] but gradually I liked it.	**M9**
Secondary	104: I just worked really hard just to keep with the rest really.	**M9**
Exams	108: finishing more than in enough time. Yes, I was good at that.	**M9**

App. 8. 4 **School experiences of unrecognised dyslexics**

Dyslexia known at school – school experiences

Node	Male, Degree course aged 19 Identified about age of 5 or 6	Anon. Ref.	Research group
Primary	10: I remember it being very frustrating, getting extra support when I was at primary school , it meant I had to do extra work,	M2	a/b
Primary	10: for English when we had to write stories and things like that it was good because they gave me a tape recorder to record stories on to	M2	a/b
Primary	14: write down sentences from the blackboard and I remember ... because I'd always write it a letter at a time, I'd look up read a word, and then think it's that letter then that letter I had to constantly look up and down for each letter, whereas other people would either just look up once for each word and then write the whole word or sentence or whatever. It would take me forever.	M2	a/b
Primary	31: I had one to one tuition, probably once or twice a week. A lady would come into the primary school. I remember always dreading it because it was so boring.	M2	a/b
Primary	39: second primary school I went to, I got seen by another woman but this was in small groups about four of us. I think she was a much better teacher than from the first primary school. That was good. I learnt quite a lot from her,	M2	a/b
Primary	51: you had more chance to do your own thing, be more creative.	M2	a/b
Primary	421: I can remember when I was at primary school and we had a new head teacher, it was the first time he took a maths lesson, at the time I could hardy read at all and so I usually got my friend who sat next to me to read the question then I could do the maths part. Because back then I think the questions were in words as opposed to just numbers and symbols. They'd read me the question and I'd work out the maths. We were doing this, we were supposed to be being quiet, we were doing this quietly, but he then had a go at us and told us to be quiet. So for the rest of the lesson I had to just sit there twiddling my thumbs because I couldn't do anything.	M2	a/b
Secondary	58: they knew I was dyslexic	M2	a/b
Secondary	58: some screening done at secondary school	M2	a/b
Secondary	66: I did hate it to be honest. I totally hated it. There was a dyslexia learning department at the school. ... I went there because apparently it had the best, probably does have the best dyslexic department in North Devon. They were good there. They helped me learn to use English properly there.	M2	a/b
Secondary	102: looking at the feedback from my, was it mock exams? and Yeah I remember looking at what I'd done and it was just so bad.	M2	a/b
Secondary	127: Team sports didn't appeal to me at all. Everyone is far too serious,	M2	a/b
Exams	77: [Extra time for exams?] Yes, for my GCSE's.	M2	a/b
Exams	81: [Did you finish exams?] No.	M2	a/b
Exams	83: The only exams I finished, I actually finished them early were the science ones, which were multi-choice,	M2	a/b
Exams	83: it was just a case of ticking a box, didn't have to think um about writing out an answer. So for me that was really quite fun to do. I enjoyed it.	M2	a/b
	90: formulating the idea and then writing it, or writing it in a way that somebody else could understand.		
Exams	95: sometimes misread the odd word in a question then get the answer wrong because I misinterpreted the question.	M2	a/b
Exams	99: my English exams. They were awful.	M2	a/b
Exams	102: feedback from my, was it mock exams? and Yeah I remember looking at what I'd done and it was just so bad.	M2	a/b
Exams	102: you had to write in your own words what was written in the passage and I'd ended up pretty much copying out the passage.	M2	a/b

App. 8. 5 **Male undergraduate recognised at primary school (1)**

Node	Male, Degree aged 19, identified about age of 9	Anon. Ref.	Research group
Primary	55: it wasn't until I went to the private school that dyslexia was actually diagnosed.	M13	b
Primary	59: I think it's always really been grammar is my big bad one. Spellings not terrible. I don't know what else. I don't think my readings bad. Learning times tables, twelve's were difficult, eights and sevens but now they're easily done, flying through them.	M13	b
Primary	83: When I went to private school I probably started year 6 or 7 because I think it went up to year 8 before I went to secondary school because that's two years more than the usual school because it overlaps oddly.	M13	b
Secondary	91: I think that's [Secondary] when I might have had my first report done or it might have been an up-dated one because I seem to remember going to see someone in the first year while someone else was doing an English lesson we were doing an extra English lesson. More simple English as far as I know. So ... it was like in a group of just five and you'd have that one day of the week and then another lesson you would have two or three of you split into two groups.	M13	b
Secondary	95: that's what it was in the first year and then it changed to just one-to-one support ... later on.	M13	b
Exams	139: GCSEs I got extra time but it wasn't for dyslexia, it was for epilepsy. Same for A levels.	M13	b
Exams	143: GCSEs I was fine in finishing. AS levels I was usually fine in finishing, it gave me time to check, but A2s when you were writing essays without it I would not have finished any paper.	M13	b

App. 8. 6 **Male undergraduate, recognised at primary school (2)**

Node	Male 22, Degree course, transferred HEI after break and employment, Identified about age of 7	Anon. Ref.	Research group
Primary	13: Primary school was horrible really.	M19	a
Primary	13: I was quite slow to pick up and teachers didn't recognise the dyslexia.	M19	a
Primary	61: I was quite slow and stuff and being a pain at the school.	M19	a
Primary	281: after leaving primary school where they didn't recognise my dyslexia ... and then for a bit I was at East Court School in Ramsgate which is a dyslexic school. I forgot! They were very helpful; it was an amazing school.	M19	a
Primary	293: Very small groups. It was more like a house. When I went there were 70 pupils which is quite a small school really.	M19	a
Primary	301: I think you can stay there for about four years, from about eight to thirteen.	M19	a
Secondary	65: they had a Dyslexic Support Department.	M19	a
Secondary	133: I thought that the school was very helpful in supporting my dyslexia and that did provide an extra confidence.	M19	a
exams	89: I don't think I had enough time to finish some of my GCSE papers.	M19	a
exams	101: I used to have some problems particularly with subjects like history and business studies. Some of the questions it would take me quite a while to get all the key points.	M19	a
exams	105: quite long worded questions.	M19	a

App. 8. 7 **Male undergraduate, recognised at primary school - dyslexia school**

Node	Female on PCGE course, aged 26, identified about age 8	Anon. Ref.	Research group
Primary	10: Concentration, reading and reading aloud.	F26	b
Primary	10: I went to small Welsh primary school and it must have been in the early 80s and there was no point in me doing my work. But also we had Welsh lessons.	F26	b
Primary	18: down to your confidence in class and that comes in when your social standing in that class as well. Because I couldn't write or spell or do maths your peers put you down. So I never studied or put my hand up to anything because that was the safest place to be, it wasn't that I didn't try I just can't remember...	F26	b
Primary	22: it was bad enough in my own language without learning Welsh	F26	b
teachers	22: they said let that child just do what she does cos lets face it she's English anyway. She won't use it!	F26	b
Primary	38: think about who you want to marry, with me it was someone who could read for me, read my post for me, great.	F27	b
Primary	106 : I went to three schools, primary to the 4th year [Wales], my 5th year was in [Oxfordshire] and there the dyslexia was sort of picked up and worked on. Then I went straight on to [secondary] School which I did until my sixth form and I did my A levels. So my first primary school and my secondary school didn't really have enough time to moderate or see what was going on. But I remember very much when I was in the Welsh primary school and I must have been in about year 3 being stuck in a room with headphones on and being asked certain things. I was never told what that was for but I was the only person it happened to. I moved too quickly but the notes were passed on because when I went to [Oxfordshire] I had my own Special Needs Teacher.	F28	b
Primary	118: She was a lovely lady and I didn't feel any stigma when I went there. It was her and me and it was fine, all on our own. She really helped and I felt really comfortable.	F29	b
Secondary / teachers	42: secondary going into the first three years I remember there was quite a bit[of copying from the board] then. Awful because there was also speed involved. There was one chap who did everything, chalk and talk, everything was up there and the speed he did it I couldn't concentrate on one and have the other talking at the same time. I felt that it was a lot of them.	F29	b
Secondary	42: it was just writing it because I had to because it was up on the board. It was like there was no selection process; I didn't know what it was I just had to write it down.	F26	b
teachers	42: a really good English teacher who I think knew what was happening. She used to make sure I was there even if I didn't take in as much as the others she would make sure I understood the books. And she would read to us so I could just take it in, relax and just do what I did well.	F26	b
teachers	54: she was a very kind understanding teacher so you felt better about the subject because she was nicer than any other and that was incredibly important.	F26	b
Secondary	118: [secondary school], which is one of the biggest schools in Oxfordshire, and you all get bunched in together and it wasn't just dyslexia, you had special needs. ... slow people, even mentally challenged people and disruptive people and I felt very uneasy and uncomfortable because it was the thick class. And it was known as that.	F26	b
Secondary	118: I had one maths lesson and then a lesson in the thick class. You could actually see the maths class from the thick class' window you knew who was in there and who wasn't. That made a big difference in your social standing.	F26	b
Secondary	122: There were some very aggressive, disruptive people in there. I'm terribly shy and to be honest with you they just scared the hell out of me. Keep quiet, keep your head down and you'll be fine.	F27	b
teachers	134: The teacher was a nice lady, she wasn't nasty, it was just the rest of them.	F26	b

Secondary	142: I remember going to upper school and what they did, instead of giving us learning support, they streamed us.	F26	b
Secondary	142: I was again in the thick class for everything. We stayed together and that was another bad social standing thing. You're lumped in with people that you just don't know.	F27	b
Secondary	I knew I was more intelligent than them because there were certain things I understood and I knew that my conversation was different.	F28	b
Secondary	146: I was being assessed and I was being told what I was and what I wasn't. But I never got any help with my GCSEs, no extra time, no reading help, nothing.	F26	b
Secondary	222: through school everyone saying 'you're dyslexic' and then walking off. I never understood how that could be used to put an advantage to it.	F26	b
exams	146: one A which was in woodwork, loads of D's and an E and I failed typing.	F26	b
	146: I do remember being assessed there so I don't know why that happened. My parents didn't push for it because I didn't push for it. I didn't want to be singled out any more than I had to. I wanted to be like the others so I felt normal. When I failed I tried to con them into letting me take A levels but they tried to get me to take CPVE	F26	b
exams	146: I remember doing a bloody awful exam for design technology for four hours and trying to write about the pros and cons of having an aluminium wheel on a car is quite strenuous!	F26	b
exams	146: In this room with this really lovely lady who read all the questions for me.	F26	b
exams	146: The A levels and the CPVE's we all had the sixth form centre and there again there was another social divide because you weren't with the others. I did get help then and I did get help with my A levels and I came away with what I wanted.	F26	b

App. 8. 8 **Female graduate recognised in primary school**

	Male, Masters course, aged 22, Identified aged 7 or 8	Anon. Ref.	Research group
Primary	22: Prior to the dyslexia being discovered the teachers I had were very old fashioned and they just thought I was idle and lazy and didn't want to do the work so they just stuck me at the back of the class and didn't do very much with me.	M12	b
Primary	22: the dyslexia was picked up and they, even with the documentation they still wouldn't help and ignored basically what was written down.	M12	b
Primary	38: I couldn't stand the first school that I went to, lots of conflicts with the teachers	M12	b
Primary	50: They used to send me out a lot.	M12	b
Secondary	22: I moved school when I was between 10 and 11 years old and my new school they were a lot younger staff and they recognised the problem of dyslexia and knew a bit about it	M12	b
Secondary	22: I was put into a special class where the class sizes were a lot smaller,	M12	b
Secondary	22: much more individual encouragement and help with the tasks in hand	M12	b
Secondary	22: I also had a weekly hourly session with just one to one working on spelling and reading and trying to get my memory up to speed.	M12	b
teachers	42: they would rifle off at me and I'd stand up and comment back at them and ask them why they were treating me like this.	M12	b
teachers	42: a ten year old boy standing up and arguing with them. Quite often I would get asked to leave the room and stand outside.	M12	b
teachers	46: so I questioned them back not in an aggressive or nasty manner.	M12	b
teachers	46: they found this extremely frustrating and very rude to question their judgement	M12	b
teachers	142: Before I actually had the assessment done the real reason I was arguing with them that I knew myself I wasn't being lazy or not trying to do this work.	M12	b
Exams	78: I got extra time in my GCSEs and I got extra time for my A levels and at University for my exams. I think it was 15 minutes for every hour.	M12	b
Exams	82: time to actually compose the essay and write it in a consistent manner	M12	b
Exams	82: I used my extra time for was really just to do a basic diagram of tackling the essay, just planning it out.	M12	b
Exams	98: I know in my mind what the question was asking of me and what it required to answer it.	M12	b
Exams	98: Whether it was in grammatically correct paragraph or sentences, it probably wasn't, but certainly for fact content I felt that was fine.	M12	b

App. 8. 9 **Male graduate recognised about 6 years of age**

8.1.2 Dyslexia and Previous experience of learning

age group identified		Frequency	Valid Percent	Cumulative Percent
Valid	<11 yrs	42	29.0	29.0
	11-15 yrs	16	11.0	40.0
	16-17 yrs	16	11.0	51.0
	18-24 yrs	33	22.8	73.8
	25-29 yrs	5	3.4	77.2
	30-39 yrs	19	13.1	90.3
	40-49yrs	10	6.9	97.2
	50 yrs and over	4	2.8	100.0
	Total	145	100.0	
Missing	System	15		
Total		160		

App. 8. 10 **Age identified restricted by measure filter [Dyslexia Background]**

age group identified		Frequency	Percent	Cumulative Percent
Valid	<11 yrs	37	38.1	38.1
	11-15 yrs	15	15.5	53.6
	16-17 yrs	16	16.5	70.1
	18-24 yrs	10	10.3	80.4
	25-29 yrs	3	3.1	83.5
	30-39 yrs	10	10.3	93.8
	40-49yrs	5	5.2	99.0
	50 yrs and over	1	1.0	100.0
Total		97	100.0	

App. 8. 11 **Known or likely dyslexic before entry to HEI, and age identified [Dyslexia Background]**

age group identified		Frequency	Frequency	Frequency	
			Dyslexia identified before HE	uncertain or identified in HE	% of age grp identified in HE
Valid	<11 yrs	42	37	5	
	11-15 yrs	16	15	1	
	16-17 yrs	16	16	0	
	18-24 yrs	33	10	23	69.7
	25-29 yrs	5	3	2	40.0
	30-39 yrs	19	10	9	47.4
	40-49yrs	10	5	5	50.0
	50 yrs and over	4	1	3	75.0
	Total	145	97	48	

App. 8. 12 **Age group identified comparison between dyslexia known/unknown on entering HE**

Support versus identification delay

Frequency			Percent			Period	Min	Max	
	M	F	%	M	F				
28	10	18	16.47	15.63	17.31	identified at uni	3 mths	18 mths	delay
20	5	15	11.76	7.81	14.42	year started uni	9 mth before	3 mths after	possible delay
14	2	12	8.24	3.13	11.54	2 year before uni	21 months	33 mths	support

App. 8. 13 **Time between identification and HE support**

Years between identification and entry to HE			
Years	**Frequency**	**Percent**	
12	10	5.95	Identified early - primary, where known 1/6 not und 21 on entry
11	10	5.95	early - primary, where known all 21 or under on entry
9	9	5.36	primary school - all under 21
3	10	5.95	80% senior school, where known at least 4/9 over 21 on entry
2	14	8.33	Half identified during 6th form, 5/10 definitely under 21 on entry - *same people?*
1	10	5.95	half not identified until at least over 25, 2/8 where age at entry known were over 21
0	20	11.90	13/17 where age known, over 25 at start and 50% not identified until over 25
-1	28	16.67	7/20 where start age known were under 21 and identified in HE
-2	9	5.36	5/8 where age known under 21 on entry

App. 8. 14 **Selected / core time between identification and entry to HE**

8.1.3 Pre HE Support

Study support before HE?		Frequency	Percent	Cumulative Percent
Valid	None	60	40.5	40.5
	Some	63	42.6	83.1
	Plenty	22	14.9	98.0
	More than enough!	3	2.0	100.0
	Total	148	100.0	

App. 8. 15 **Study skill support use prior to university [Support]**

See *App. 7.28* for gender breakdown.

Knew dyslexic before university?		Frequency	Percent
Valid	yes	102	69.9
	no	41	28.1
	informal / suspected	3	2.1
	Total	146	100.0

App. 8. 16 **Aware of being dyslexic before starting HE course? [Dyslexia Background]**

Pre-university support		Frequency	Percent
Valid	yes	77	52.7
	no	69	47.3
	Total	146	100.0

App. 8. 17 **Received dyslexia support prior to university? [Dyslexia Background]**

Female - Pre-uni support		Frequency	Percent
Valid	yes	42	44.2
	no	53	55.8
Total		95	100.0

App. 8. 18 **Pre-university dyslexia support, gender split – Female [Dyslexia Background]**

Male - Pre-uni support		Frequency	Percent
Valid	yes	35	68.6
	no	16	31.4
Total		51	100.0

App. 8. 19 **Pre-university dyslexia support, gender split – Male [Dyslexia Background]**

Pre-uni support		Frequency	Percent
Valid	yes	75	73.5
	no	27	26.5
	Total	102	100.0

App. 8. 20 **Previous dyslexia support - known dyslexic on entry, [Dyslexia Background]**

Source of support (code):	**Frequency**	**Percent**
Primary school (3)	2	1.7
Secondary school (4)	15	13.0
Local - outside school (5)	5	4.3
Post school (6)	1	0.9
University (7)	44	38.3
Family (8)	1	0.9
combination 34	6	5.2
combination 35	1	0.9
combination 45	2	1.7
combination 46	1	0.9
combination 47	9	7.8
combination 57	5	4.3
combination 67	10	8.7
combination 345	2	1.7
combination 345	3	2.6
combination 457	2	1.7
combination 467	3	2.6
combination 3457	3	2.6
Total	115	

App. 8. 21 **Dyslexia support source used [Dyslexia Background]**

8.1.4 Study environment:

Noise	Anon. ref.	Node
244: I always work to music, normally classic because there are no words to that. Hunger gets in the way!	F1	noise
419: I study up here purely because the library is really quiet. I can always get on a computer	F10	noise
290: I tend to be able to block things out quite easily.	F11	noise
290: then I'll be like 'oh god its really quiet, I need to have some sound' because your mind starts getting so full up,	F11	noise
271: [What distracts you?] Sound.	F12	noise
243: I'm trying to read something and there is a noise then absolutely not a chance.	F15	noise
271: if people are using their mobile phones, chatting or eating it can be distracting.	F2	noise
381: I go to the Bodleian. I can't read here it's too noisy.	F20	noise
81: its lovely, such a nicer feeling than... it does have to be quiet for at least until I get going.	F27	noise
234: I like the [exam] hall on my own, the smaller hall. I don't think I would have liked to have been put with all the other lot because they are quite noisy.	F3	noise
390: I can listen to the radio, I can listen to the TV.	F3	noise
390: No talking, anything.	F3	noise
218: Too much noise, too much quiet. I don't mind if nobody talk to me but if they talk next to me I don't mind. Or music, or even TV I don't mind that.	F4	noise
271: downstairs they have quiet rooms in the library. I've only just found out about those. I think if they told you about those it would be good.	F5	noise
286: try and pick a quiet place. An empty room I've been in before where there's not been a class. That's nice ... because again I can kind off spread across two tables.	F6	noise
185: I'm alright If I've got my music on or the telly's on in the background,	F8	noise
269: I can control the sound that's okay.	M1	noise
269: I hate the drone of a very loud TV from somewhere else	M1	noise
269: I put the TV on because it is a controlled sound.	M1	noise
277: strong dyslexic thing I have. I just lose my ability to think. It's the noise, basically	M1	noise
311: I don't have background music on	M11	noise
234: just take the edge off the emptiness or complete silence feeling.	M12	noise
234: very difficult to work in complete silence so I have music on.	M12	noise
234: when I'm actually working is classical music.	M12	noise
311: I don't mind music in the background	M13	noise
311: just quiet	M13	noise
240: Noisy space, grief, nice quiet space, happy.	M18	noise
237: I'm not very good at working with lots of noise and distractions. I...go to the library.	M19	noise
230: To actually produce a piece of work I like to go away by myself and have a bit of peace and time to focus.	M4	noise
220: people talking in the background or other peoples music. I can't work to that.	M5	noise
252: Sound distracts me. It often doesn't have to be anything really. I just drift off.	M9	noise
261: I put the TV on, I sit on the floor and I write off my couch. It's extremely comfortable for me.	M1	desk noise
212: I like the quiet, my own things there, the fact I can walk into my kitchen, get my mug and have tea whenever I want	M5	noise environ
234: not being around anywhere that's loud or very busy or where I have a lot of people walking constantly pass my window or door.	M12	noise people

App. 8. 22 **Noise [Interview]**

People and movement	Anon. ref.	Node
129: I actually like the group environment, the discussion environment.	F17	people
259: known to leave me alone.	F17	people
386: Yes, I do but I don't know, there is so many people.	F11	people
252: I just couldn't work with loads of people. I like to spread out	F1	people
277: presence of other people. It makes me less relaxed and more stressed which means my dyslexia suddenly gets a bit worse which then makes me more stressed!	M1	people
390: Other people being around when I'm trying to study.	F3	people
266: I won't start work in case they interrupt my work.	F26	people
270: if anyone interrupts me with a phone call that can sometimes be, oh damn, I could have got that done.	F26	people
372: people moving round is slightly distracting	M2	people
271: particularly annoying if people slam doors I think and just stand around in the library talking about what their project is, too loud.	F2	people
390: Its too hot and stuffy there plus there are a lot of people and if I have the opportunity to sit down and talk	F3	people temp
234: not being around anywhere that's loud or very busy or where I have a lot of people walking constantly pass my window or door.	M12	noise people

App. 8. 23 **People and movement as a distraction [Interview]**

DESK - Work space	Anon. Ref.
203: to work, Yes, I like big spaces.	F16
22: I was okay, just the way I had to hold the paper, I work at 90 degrees even with English now.	F4
275: even the desk in the office at the hut, there wasn't enough space.	F6
286: I can kind off spread across two tables.	F6
382: can have big desks to put you're work out. The library is very busy, constantly busy. Without feeling like you shouldn't be there in a way.	F11
231: spread your stuff out	F5
315: I've got my own computer on a big table and it just fills up with stuff eventually.	M13
319: I need a lot of space.	F10
252: I like to spread out and I've got a double bed and I spread out all my stuff, piles.	F1
238: My desk space is not huge, its probably 2 metres by 1 metre and then I have my computer on another desk which is right by it.	M12
385: I like to have everything where I can see it and lots of space.	F20
247: I have an A1 board, which I use. I put it on my desk so at least I have an A1 size to work on.	F15
251: My bed is next to my desk so my bed becomes steadily covered in notes and books. It's an extension of my desk!	F15
297: My study is one of the spare rooms, half the size of this room again.	F19
297: My desk is set in an L shape so it's all around me and its clear.	F19
381: No. I haven't found any lack of space.	M8
247: I can easily work in a tight area.	M10
252: I like to spread out and I've got a double bed and I spread out all my stuff, piles.	F1
319: I need a lot of space.	F10
382: can have big desks to put you're work out. The library is very busy, constantly busy. Without feeling like you shouldn't be there in a way.	F11

DESK - Work space (Cont.)	**Anon.** Ref.
185: A big enough table!	F15
247: I have an A1 board, which I use. I put it on my desk so at least I have an A1 size to work on.	F15
251: My bed is next to my desk so my bed becomes steadily covered in notes and books. It's an extension of my desk!	F15
203: to work, Yes, I like big spaces.	F16
275: even the desk in the office at the hut, there wasn't enough space. There was the computer and the printer and then that much space. That's more than you get in the computer rooms but even then that's not enough for me	F17
297: My desk is set in an L shape so it's all around me and its clear.	F19
297: My study is one of the spare rooms, half the size of this room again.	F19
385: I like to have everything where I can see it and lots of space.	F20
22: I was okay, just the way I had to hold the paper I work at 90 degrees even with English now.	F4
231: spread your stuff out	F5
286: I can kind off spread across two tables.	F6
196: habit now that I don't tend to work very well at a desk.	F9
196: sitting at home with my books on my lap and I'm happiest like that.	F9
261: I put the TV on, I sit on the floor and I write off my couch. It's extremely comfortable for me.	M1
381: No. I haven't found any lack of space.	M8
247: I can easily work in a tight area.	M10
311: a real problem if I've got a little table and I've got two or three books.	M11
238: My desk space is not huge, its probably 2 metres by 1 metre and then I have my computer on another desk which is right by it.	M12
315: I've got my own computer on a big table and it just fills up with stuff eventually.	M13

App. 8. 24 **Desk space [Interview]**

Tidy - space	Anon. Ref.
275: Yes, and I need everything to be exceptionally well organised. Everything has to be in exactly the right place. I'm quite anal actually.	F12
209: I have to be tidy in the beginning. If its not tidy I can't start but in one or two hours time its not going to be tidy just everything everywhere.	F16
217: I know where it is but usually they are all over. Nobody can see the heaps easily.	F16
267: I went in to my office this morning and I thought I've got to tidy this up	F17
297: I have to start off tidy but then it ends up with everything everywhere. I do feel that it is quite organised but it wouldn't look like it to anyone else.	F18
297: I can't cope with mess.	F19
385: I like to have everything where I can see it and lots of space.	F20
182: I cannot stay in a place without a window for example or hot or dark. Or very untidy,	F21
186: Yes but now, because I am doing an assignment, I can't have them tidy because I have piles of books and papers so I have to say 'okay I have to do it like this' and I have my room with my window.	F21
270: I have to clean things before I can work, not spotlessly.	F26
81: It has to be ordered	F27
222: the computer room down in Gypsy Lane. It always seems cleaner and tidier. I feel more comfortable and always tidy.	F4
222: Tidy and clear space	F4
282: I like a tidy table. If I have to clear it at home I'll just chuck everything in a box.	F6
196: I need stuff to be tidy and laid out in front of me.	F9
160: basically I sit down, make sure my pens are all orderly over there so there is a bit of order on the desk and spend a little bit of time at it	M1
164: [exams] the small desk, spend the time sorting it, it keeps my mind calm.	M1
250: I like to know where everything is pretty much.	M10
238: I find if I have a messy area or desk space I don't work to my full potential.	M12
238: I'm very organised as to where I put things on my desk and I like to keep it in an organised fashion.	M12
238: if I bury them under other papers I tend to forget about them and not know where everything is. So keeping them in eye-shot is definitely a bonus.	M12
319: It usually has to be tidy before [work].	M13
244: have things out but in a tidy pile on my desk, on the desk so things are easy to get to but ordered as well.	M18
244: I have to have desk and room tidy.	M18
204: I had to clean the house the other day before I could do my work because it was just annoying me.	M5
204: Tidy desk, environment. I had to clean the house the other day before I could do my work because it was just annoying me.	M5
209: I have to be tidy in the beginning. If its not tidy I can't start but in one or two hours time its not going to be tidy just everything everywhere.	F16
217: I know where it is but usually they are all over. Nobody can see the heaps easily.	F16
222: the computer room down in Gypsy Lane. It always seems cleaner and tidier. I feel more comfortable and always tidy.	F4
267: I went in to my office this morning and I thought I've got to tidy this up	F17
267: All the paper work is there and on the bed. I can get my files down, open them up, then the next one, then the next and then I have to have a tidy up because they've all got in a mess.	F17
319: It usually has to be tidy before.	M13
250: I like to know where everything is pretty much.	M10
238: I'm very organised as to where I put things on my desk and I like to keep it in an organised fashion.	M12
238: I find if I have a messy area or desk space I don't work to my full potential.	M12

Tidy – space (Cont.)	**Anon.** Ref.
238: if I bury them under other papers I tend to forget about them and not know where everything is. So keeping them in eye-shot is definitely a bonus.	M12
385: I like to have everything where I can see it and lots of space.	F20
160: basically I sit down, make sure my pens are all orderly over there so there is a bit of order on the desk and spend a little bit of time at it	M1
164: [exams] the small desk, spend the time sorting it, it keeps my mind calm.	M1
182: I cannot stay in a place without a window for example or hot or dark. Or very untidy,	F21
204: I had to clean the house the other day before I could do my work because it was just annoying me.	M5
244: I have to have desk and room tidy.	M18
244: have things out but in a tidy pile on my desk, on the desk so things are easy to get to but ordered as well.	M18

App. 8. 25 **Tidy space [Interview]**

Environment - own environment	**Anon.** Ref.	**Node**
222: I like the computer room down in Gypsy Lane. It always seems cleaner and tidier. I feel more comfortable and always tidy. Apart from Gypsy Lane, the others are always messy.	F4	environ
267: All the paper work is there and on the bed. I can get my files down, open them up, then the next one, then the next and then I have to have a tidy up because they've all got in a mess.	F17	environ
278: Quiet peaceful environment, comfortable chair.	F6	environ
290: I suppose if I'm highlighting things in the planning stage of my assessment I like to sit at a table	F6	environ
290: just light reading or a little bit of study then I'm quite happy just to sit in a chair and beds	F6	environ
382: can have big desks to put you're work out. The library is very busy, constantly busy. Without feeling like you shouldn't be there in a way, you know.	F11	environ
271: and the chair	F2	environ
81: I have that little pile and then I can write a little bit more, iron a bit more, smooth it out.	F27	environ
81: it's ordered and quiet and colours.	F27	environ
174: I enjoy it a lot; I enjoy the atmosphere, the library	F21	environ
212: I've come to the library with the pretence that I'm going to sit here, do my work because its boring in here, nothing else to do.	M5	environ
216: I don't ever use them [pooled computer rooms] unless I'm checking my e-mails. Never use them.	M5	environ
220: doing a bit of coursework I don't really need silence but I do need to be in my own environment. I just find it more comfortable.	M5	environ
286: have to spend hours and hours in the computer rooms, which aren't really pleasant to be in.	M2	environ
337: Its just not a very nice environment, for working at least or staying in.	M2	environ
178: Yes I had a table in front of the window with all the trees. It was comfortable. I had my corner there!	F21	light environ
212: I like the quiet, my own things there, the fact I can walk into my kitchen, get my mug and have tea whenever I want	M5	noise environ

App. 8. 26 **Environment for study [Interview]**

Lighting	Anon. ref.	Node
192: Having these evil lights in the room because it's so bright that I can't read when I'm under lights like this in the computer labs.	F9	light
190: I prefer natural light.	F21	light
194: I like to have the sun.	F21	light
297: half the size of this room again. South facing views, sunny, lovely.	F19	light
178: Yes I had a table in front of the window with all the trees. It was comfortable. I had my corner there!	F21	light environ
271: Some of the carrels aren't as big as others and the lighting isn't always the greatest but I go up to the floor where I can open the window because I think one of the important things is the temperature when I'm studying.	F2	light temp
182: I cannot stay in a place without a window for example or hot or dark. Or very untidy, you know.	F21	light temp tidy

App. 8. 27 **Lighting [Interview]**

Temperature and ventilation	Anon. ref.	Node
390: I can't stay in the library and study because I'd just literally fall asleep.	F3	temp
390: Its too hot and stuffy there plus there are a lot of people and if I have the opportunity to sit down and talk	F3	people temp
271: Some of the carrels aren't as big as others and the lighting isn't always the greatest but I go up to the floor where I can open the window because I think one of the important things is the temperature when I'm studying.	F2	light temp
182: I cannot stay in a place without a window for example or hot or dark. Or very untidy, you know.	F21	light temp tidy

App. 8. 28 **Temperature [Interview]**

University support

Gender	male	%	female	%
N = 350	159		191	
Support	Frequency and percentages of HE support use, by gender			
Group	54	34.0	64	33.5
Module	47	29.6	62	32.5
Individual	92	57.9	120	62.8
Total	193		246	
Using multiple support	34	17.6	55	22.4

App. 8. 29 **Key support used by gender**

Research group	freq	%
A	8	22.9
B	21	60.0
D	6	17.1
Total	35	100.0

App. 8. 30 **Research groups for males identified at school**

Research group	freq	%
A	9	20.0
B	30	66.7
D	6	13.3
Total	45	100.0

App. 8. 31 **Research groups for females identified at school**

Age group Identified	freq	%
<11 yrs	31	75.6
11-15 yrs	7	17.1
16-17 yrs	3	7.3
Total	41	100.0

App. 8. 32 **Age groups for males identified at school**

Age group Identified	freq	%
<11 yrs	20	41.7
11-15 yrs	13	27.1
16-17 yrs	15	31.3
Total	48	100.0

App. 8. 33 **Age groups for females identified at school**

Research group			Gender	age group identified	knew before university
A	1		male	<11 yrs	
	2		male	<11 yrs	yes
	3		male	<11 yrs	yes
	4		male	<11 yrs	yes
	5		male	<11 yrs	
	6		male	<11 yrs	yes
	7		male	<11 yrs	yes
	8		female	<11 yrs	yes
	9		female	<11 yrs	yes
	10		female	<11 yrs	yes
	11		male	11-15 yrs	yes
	12		female	16-17 yrs	yes
	13		female	16-17 yrs	yes
	14		female	16-17 yrs	yes
	15		female	16-17 yrs	yes
	16		female	25-29 yrs	yes
	17		male	30-39 yrs	yes
	Total	N	**17**	**17**	**15**
B	1		male		
	2		male		yes
	3		male		yes
	4		female		
	5		female		
	6		female		
	7		female		
	8		female		yes
	9		female		yes
	10		female		yes
	11		female		yes
	12		male	<11 yrs	yes

Research group			Gender	age group identified	knew before university
	13		male	<11 yrs	yes
	14		male	<11 yrs	yes
	15		male	<11 yrs	yes
	16		male	<11 yrs	yes
	17		male	<11 yrs	informal / suspected
	18		male	<11 yrs	yes
	19		male	<11 yrs	yes
	20		male	<11 yrs	yes
	21		male	<11 yrs	yes
	22		male	<11 yrs	yes
	23		female	<11 yrs	yes
	24		female	<11 yrs	yes
	25		female	<11 yrs	yes
	26		female	<11 yrs	yes
	27		female	<11 yrs	yes
	28		female	<11 yrs	yes
	29		female	<11 yrs	yes
	30		female	<11 yrs	yes
	31		female	<11 yrs	yes
	32		female	<11 yrs	yes
	33		female	<11 yrs	
	34		male	11-15 yrs	yes
	35		male	11-15 yrs	yes
	36		male	11-15 yrs	yes
	37		male	11-15 yrs	yes
	38		female	11-15 yrs	yes
	39		female	11-15 yrs	yes
	40		female	11-15 yrs	yes
	41		female	11-15 yrs	yes
	42		female	11-15 yrs	yes
	43		female	11-15 yrs	yes
	44		female	11-15 yrs	yes
	45		female	11-15 yrs	yes
	46		male	16-17 yrs	yes
	47		male	16-17 yrs	yes
	48		female	16-17 yrs	yes
	49		female	16-17 yrs	yes
	50		female	16-17 yrs	yes
	51		female	16-17 yrs	yes
	52		female	16-17 yrs	yes
	53		female	16-17 yrs	yes
	54		female	16-17 yrs	yes
	55		female	16-17 yrs	yes
	56		male	18-24 yrs	yes
	57		male	18-24 yrs	yes
	58		female	18-24 yrs	yes
	59		female	18-24 yrs	yes
	60		female	18-24 yrs	no
	61		female	18-24 yrs	no
	62		female	18-24 yrs	yes
	63		female	18-24 yrs	
	64		male	25-29 yrs	yes
	65		male	25-29 yrs	yes

Research group			Gender	age group identified	knew before university
	66		male	30-39 yrs	yes
	67		female	30-39 yrs	yes
	68		female	30-39 yrs	yes
	69		female	30-39 yrs	yes
	70		female	30-39 yrs	yes
	71		female	30-39 yrs	yes
	72		female	30-39 yrs	yes
	73		male	40-49yrs	informal / suspected
	74		male	40-49yrs	yes
	75		female	40-49yrs	yes
	76		female	40-49yrs	no
	77		female	40-49yrs	yes
	78		female	40-49yrs	yes
	79		female	40-49yrs	
	80		female	50 yrs and over	yes
	Total	N	**80**	**69**	**72**
C	1		female		no
	2		female		yes
	3		male	<11 yrs	yes
	4		female	<11 yrs	no
	5		male	18-24 yrs	informal / suspected
	6		male	18-24 yrs	no
	7		male	18-24 yrs	no
	8		male	18-24 yrs	no
	9		male	18-24 yrs	no
	10		male	18-24 yrs	no
	11		female	18-24 yrs	no
	12		female	18-24 yrs	no
	13		female	18-24 yrs	no
	14		female	18-24 yrs	no
	15		female	18-24 yrs	no
	16		female	18-24 yrs	no
	17		female	18-24 yrs	no
	18		female	18-24 yrs	no
	19		female	18-24 yrs	no
	20		female	18-24 yrs	no
	21		female	18-24 yrs	yes
	22		female	18-24 yrs	no
	23		female	18-24 yrs	no
	24		female	18-24 yrs	no
	25		female	18-24 yrs	no
	26		female	18-24 yrs	no
	27		female	25-29 yrs	no
	28		female	25-29 yrs	no
	29		male	30-39 yrs	
	30		female	30-39 yrs	no
	31		female	30-39 yrs	no
	32		female	30-39 yrs	no
	33		female	30-39 yrs	no
	34		female	30-39 yrs	no
	35		female	30-39 yrs	yes
	36		female	30-39 yrs	no

Research group			Gender	age group id.	knew before university
	37		female	30-39 yrs	no
	38		female	40-49yrs	no
	39		female	40-49yrs	no
	40		female	40-49yrs	no
	41		male	50 yrs and over	no
	42		male	50 yrs and over	no
	43		female	50 yrs and over	no
	Total	**N**	**43**	**41**	**42**
D	1		male		
	2		female		yes
	3		male	<11 yrs	yes
	4		male	<11 yrs	yes
	5		male	<11 yrs	yes
	6		male	<11 yrs	yes
	7		male	<11 yrs	yes
	8		female	<11 yrs	yes
	9		female	<11 yrs	
	10		male	11-15 yrs	yes
	11		female	11-15 yrs	
	12		female	11-15 yrs	yes
	13		female	16-17 yrs	yes
	14		female	18-24 yrs	yes
	15		female	16-17 yrs	yes
	16		male	18-24 yrs	yes
	17		male	30-39 yrs	yes
	Total	**N**	**17**	**15**	**14**
unknown	1		female	<11 yrs	yes
	2		male	18-24 yrs	yes
	3		female	30-39 yrs	no
	Total	**N**	**3**	**3**	**3**
Total			160	145	146

App. 8. 34 **Age dyslexia identified by research group**

(See *App. 7.3* Coates' data).

	All	school	post school aged 18-24	mature 25 and over
N=	**173**	89	43	41
Support	**Percentage of total in age at identification group**			
Group	23.7	15.3	30.2	34.2
Module	11.6	4.5	7.0	31.7
Individual	31.8	24.7	34.9	43.9

App. 8. 35 **Cases with Age identified, showing percentage of key support use**

Gender	Identified at school	
N = 89	male	female
	41	48
Support	**Percentage of those identified at school**	
Group	12.2	14.6
Module	0	8.3
Individual	14.6	33.3
Using Key support	19.5	43.8

App. 8. 36 **Gender and Age identified, who went on to use key support**

8.2 Profiles

8.2.1 Dyslexia

Wcl 1	Frequency	Percent	Cumulative Percent	Wcl 2	Frequency	Percent	Cumulative Percent
<11 yrs	6	17.65	17.65	<11 yrs	4	15.38	15.38
11-15 yrs	3	8.82	26.47	11-15 yrs	2	7.69	23.08
16-17 yrs	1	2.94	29.41	16-17 yrs	1	3.85	26.92
18-24 yrs	13	38.24	67.65	18-24 yrs	11	42.31	69.23
25-29 yrs	1	2.94	70.59	25-29 yrs	1	3.85	73.08
30-39 yrs	4	11.76	82.35	30-39 yrs	4	15.38	88.46
40-49 yrs	5	14.71	97.06	40-49 yrs	1	3.85	92.31
50 yrs and over	1	2.94	100	50 yrs and over	2	7.69	100
Total	34	100		Total	26	100	

App. 8. 37 **WAIS 2-step clusters, Age identified [matched]**

	Gender	age group identified	VCI ss	WMI ss	POI ss	PSI ss
Wcl 1	**female**	**<11 yrs**	114	114	90	86
		<11 yrs	124	90	116	99
		<11 yrs	142	88	116	106
		<11 yrs	101	94	118	120
		11-15 yrs	116	88	109	103
		16-17 yrs	101	115	116	86
		18-24 yrs	109	109	124	103
		18-24 yrs	122	92	121	88
		18-24 yrs	126	108	109	96
		18-24 yrs	112	104	118	93
		18-24 yrs	105	119	123	111
		18-24 yrs	98	90	97	117
		18-24 yrs	127	97	124	89
		18-24 yrs	112	104	124	93
		25-29 yrs	109	94	123	99
		30-39 yrs	109	82	116	114
		30-39 yrs	114	102	101	103
		30-39 yrs	101	97	134	103
		30-39 yrs	116	90	124	106
		40-49yrs	114	119	99	93
		40-49yrs	124	104	105	96
		40-49yrs	103	86	99	122
		40-49yrs	114	102	93	99
			122	95	124	124
			116	88	121	108
			114	109	116	91
			101	92	123	114
			109	104	111	106
			127	92	107	103
			112	75	118	106
	Total	23	30	30	30	30
	male	**<11 yrs**	122	90	116	99
		<11 yrs	124	108	129	86
		11-15 yrs	120	86	131	106

	Gender	age group identified	VCI ss	WMI ss	POI ss	PSI ss
	male (cont.)	**11-15 yrs**	114	102	133	133
		18-24 yrs	133	111	124	88
		18-24 yrs	120	90	121	103
		18-24 yrs	120	127	124	88
		18-24 yrs	129	102	147	79
		18-24 yrs	124	104	133	99
		40-49yrs	131	92	131	93
		50 yrs and over	118	104	133	99
	Total	11	11	11	11	11
Wcl 1	Total	**34**	41	41	41	41
Wcl 2	**female**	**<11 yrs**	110	86	115	79
		<11 yrs	118	94	109	81
		11-15 yrs	103	86	99	88
		11-15 yrs	107	82	114	96
		16-17 yrs	107	80	109	93
		18-24 yrs	124	80	75	79
		18-24 yrs	83	90	122	91
		18-24 yrs	118	86	101	84
		18-24 yrs	107	88	107	86
		18-24 yrs	100	82	109	108
		18-24 yrs	122	95	99	79
		18-24 yrs	124	68	91	68
		25-29 yrs	100	80	111	86
		30-39 yrs	122	94	99	88
		30-39 yrs	109	62	78	71
		30-39 yrs	103	92	91	86
		40-49yrs	103	113	89	91
		50 yrs and over	93	88	97	86
			109	86	99	93
			103	84	134	96
			105	73	91	75
	Total	18	21	21	21	21
	male	**<11 yrs**	101	92	95	84
		<11 yrs	98	75	114	93
		18-24 yrs	118	95	105	79
		18-24 yrs	107	84	109	93
		18-24 yrs	109	94	107	88
		18-24 yrs	109	94	123	86
		30-39 yrs	103	62	78	81
		50 yrs and over	127	82	107	93
			114	97	103	88
			122	84	89	85
	Total	8	10	10	10	10
Wcl2	Total	**26**	31	31	31	31
All	Total	60	72	72	72	72

Note: Blue text lowest of WMI PSI pair for that case
Lowest indices when not WMI or PSI
School age groups in **bold**.

App. 8. 38 WAIS 2-step clusters and age identified [matched]

	Identified			Cluster
	school	post school	unknown	total
Wcl1	10	28	8	**46**
%	21.74	60.87	17.39	
Wcl2	7	15	4	**26**
%	26.92	57.69	15.38	
Total	**17**	**43**	**12**	72
%	23.61	59.72	16.67	

App. 8. 39 **Summary of point of dyslexia identification WAIS 2-step clusters [matched]**

8.2.2 Research groups and support profiles

	Total response		yes	
All research groups	1214	%		%
Using support	973	80.1	956	98.3
Exam provision	842	69.4	817	97.0

App. 8. 40 **University general support for those with research groups**

N=146	Pre-uni support	
	Yes	No
Male	23.97	10.96
Female	28.77	36.30

App. 8. 41 **Support prior to HE by gender, percentages**

Percentage of cases with research group		A		B		C		D		1214
		Yes	%	Yes	%	Yes	%	Yes	%	
Using support	*Yes*	58	4.8	445	36.7	244	20.1	209	17.2	**956**
Exam provision	*Yes*	51	4.2	396	32.6	184	15.2	186	15.3	**817**
	Total:	**78**		**531**		**340**		**265**		1214
Percentage within research group										
Using support	Yes	58	78.2	445	84.4	244	73.8	209	80.4	956
Exam provision	Yes	51	98.7	396	75.9	184	57.1	186	72.1	817
Group	Yes	8	10.3	53	10.0	32	9.4	13	4.9	106
Module	Yes	3	3.8	38	7.2	32	9.4	17	6.4	90
Individual	(DSA)	12	15.4	88	16.6	60	17.6	39	14.7	199

App. 8. 42 **University general support and key support use by research group (Sample 1)**

	N	Multiple support	Multiple support percent	All types	All - percent
A	18	5	27.8	0	
B	144	32	22.2	3	2.1
C	91	28	30.8	5	5.5
D	58	11	19.0	0	
	311	76		8	

App. 8. 43 **Use of more than one type of HE support, by Research group (Sample 1 –Supported)**

The following tables have PIP data and include cases without Class of award data.

Research group A

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
A	1	female	under 21	.	.	.	BSc Hons Modular	upper second class
	2	female	under 21	yes	.	yes	BA Hons Modular	lower second class
	3	female	21-24 yrs	.	yes	yes	BSc Hons Modular	lower second class
	4	female	26-29 yrs	.	.	.	BSc Ord Modular	degree
	5	male	under 21	.	.	.	BSc Hons Modular	lower second class
	6	male	.	.	.	.	BSc Hons Modular	first class honour
	7	female	.	.	.	.	BA Hons Modular	first class honour
	8	male	under 21	.	.	.	BA Hons Modular	upper second class
	9	male	.	.	.	.		
	10	female	21-24 yrs	.	.	yes	BA Hons Modular	upper second class
	11	female	under 21	.	.	.	BSc Hons Modular	lower second class
	12	male	21-24 yrs	.	.	.	BSc Hons Modular	upper second class
	13	male	.	.	.	.	BA Hons Modular	upper second class
	14	male	.	.	.	.		
	15	male	under 21	.	.	.	BSc Ord Modular	degree
	16	male	under 21	.	.	.	BSc Hons Modular	lower second class
	17	male	under 21	.	.	.	BSc Hons Modular	upper second class
	18	female	under 21	.	.	.	BA Hons Modular	upper second class
	Total	**18**	**13**	**1**	**1**	**3**	**16**	**16**

App. 8. 44 **Research group A, key support and outcome by student (Sample 2)**

Award class supported	Supported	%	unsupported	%
First	0	0.0	2	12.5
upper	1	6.3	6	37.5
lower	2	12.5	3	18.8
third	0	0.0	0	0.0
degree	0	0.0	2	12.5
other	0	0.0	0	0.0
post grad	0	0.0	0	0.0
fail	0	0.0	0	0.0
16	**3**	18.8	**13**	81.3

App. 8. 45 **Research group A outcomes, supported and unsupported in HE (Sample 3)**

Research group B

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
B	1	female	under 21	.	.	.	BA Hons Modular	upper second class
	2	female	under 21	.	.	.	BA Hons Modular	upper second class
	3	female	under 21	.	.	.	BA Hons Modular	upper second class
	4	female	under 21	.	.	.	BA Hons Modular	upper second class
	5	female	under 21	.	.	.	BSc Hons Modular	lower second class
	6	female	under 21	yes	.	.	BSc Hons Modular	upper second class
	7	female	under 21	.	.	yes	BA Hons Modular	lower second class
	8	female	under 21	.	yes	yes	BSc Hons Modular	upper second class
	9	female	21-24 yrs	yes	.	yes	PGCE	Pass
	10	male	26-29 yrs	.	.	yes	MA	Distinction
	11	female	under 21	.	.	.	BA Hons Modular	lower second class
	12	male	.	.	.	.	BSc Hons Modular	upper second class
	13	female	under 21	.	.	.	BA Hons Modular	lower second class
	14	male	.	.	.	.	BSc Hons Modular	first class honour
	15	male	under 21	.	.	.	BSc Hons Modular	upper second class
	16	male	.	.	.	.	BA Hons Modular	upper second class
	17	male	under 21	.	.	.	BSc Hons Modular	lower second class
	18	female	.	.	.	.	BA Hons Modular	upper second class
	19	male	.	.	.	.	BSc Hons Modular	lower second class
	20	female	.	.	.	yes	BA Hons Modular	lower second class
	21	female	30+	yes	.	yes	BA Hons Modular	upper second class
	22	male	30+	.	yes	yes	BSc Hons Modular	upper second class
	23	female	.	.	.	yes	BSc Hons Modular	upper second class
	24	male	21-24 yrs	.	.	.	BEng Hons Modular	first class honour
	25	female	30+	.	.	.	BA Hons Modular	lower second class

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
	26	female	30+	.	.	.		
	27	male	21-24 yrs	.	.	.	BA Hons Modular	lower second class
	28	female	30+	.	.	.	BA Hons Modular	lower second class
	29	female	.	.	.	.	BSc Hons Modular	upper second class
	30	female	30+	yes	yes	yes		
	31	female	under 21	yes	.	.	BSc Hons Modular	upper second class
	32	female	30+	yes	.	.	Modular Dip HE nam	distinction
	33	male	.	yes	.	.	HE course	pass
	34	male	.	.	.	.	MSc	Distinction
	35	male	.	yes	.	.	BA Hons Modular	lower second class
	36	male	.	.	.	.		
	37	female	30+	yes	.	.		
	38	male	.	.	.	.		
	39	male	.	yes	.	yes		
	40	female	under 21	.	.	.	BSc Hons Modular	lower second class
	41	male	under 21	yes	.	yes	BSc Hons Modular	upper second class
	42	male	under 21	.	.	.	BA Hons Modular	upper second class
	43	female	30+	yes	yes	.	BA Ord Modular	degree
	44	female	under 21	.	.	.	BSc Hons Modular	lower second class
	45	female	under 21	.	.	.	BA Hons Modular	lower second class
	46	male	under 21	.	.	.	BA Hons Modular	upper second class
	47	female	under 21	.	.	.	BSc Hons Modular	upper second class
	48	male	under 21	.	.	.	BSc Hons Modular	upper second class
	49	female	under 21	yes	.	yes	BSc Hons Modular	upper second class
	50	female	30+	.	yes	yes	BSc Hons Modular	lower second class
	51	male	under 21	.	.	.	BEng Hons Modular	upper second class
	52	female	under 21	.	.	.	BSc Hons Modular	lower second class
	53	male	30+	.	yes	.	BSc Hons Modular	lower second class
	54	female	30+	yes	.	.	BA Hons Modular	first class honour
	55	male	26-29 yrs	.	yes	.	BSc Hons Modular	first class honour

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
	56	female	21-24 yrs	.	.	.	BSc Ord Modular	degree
	57	male	under 21	yes	.	.	BEng Hons Modular	upper second class
	58	male	30+	yes	yes	yes	BSc Hons Modular	third class honour
	59	female	under 21	yes	.	.	BSc Hons Modular	lower second class
	60	male	21-24 yrs	.	.	.	BEng Hons Modular	lower second class
	61	male	under 21	.	.	.		
	62	female	under 21	.	.	.	BA Hons Modular	lower second class
	63	male	under 21	.	.	.	BEng Hons Modular	lower second class
	64	male	under 21	.	.	yes	BEng Hons Modular	lower second class
	65	female	under 21	yes	.	.	BSc Hons Modular	upper second class
	66	male	26-29 yrs	.	.	yes	BSc Hons Modular	lower second class
	67	female	under 21	.	.	.	BSc Hons Modular	upper second class
	68	female	21-24 yrs	.	.	yes	BA Hons Modular	upper second class
	69	male	under 21	yes	.	.	BSc Hons Modular	upper second class
	70	female	under 21	.	yes	.	BSc Hons Modular	lower second class
	71	male	21-24 yrs	.	.	.	BA Hons Modular	upper second class
	72	male	under 21	.	.	yes	BA Hons Modular	lower second class
	73	female	under 21	.	.	.		
	74	male	under 21	.	.	yes		
	75	female	under 21	.	.	.	BA Hons Modular	lower second class
	76	female	under 21	.	yes	.	BSc Hons Modular	upper second class
	77	female	under 21	.	.	yes	BA Hons Modular	upper second class
	78	male	under 21	.	.	.	BSc Hons Modular	third class honour
	79	male	under 21	.	.	.	BA Hons Modular	lower second class
	80	male	under 21	.	.	.	BEng Hons Modular	upper second class
	81	male	under 21	.	.	yes	BSc Hons Modular	lower second class
	82	female	under 21	.	.	.	BA Hons Modular	lower second class

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
	83	male	under 21	.	.	.	BSc Ord Modular	degree
	84	male	under 21	.	.	.	BSc Hons Modular	upper second class
	85	female	under 21	.	.	.	BA Hons Modular	lower second class
	86	male	under 21	.	.	.	BSc Ord Modular	degree
	87	female	under 21	yes	.	.	BSc Hons Modular	upper second class
	88	female	under 21	.	.	yes	BA Hons Modular	lower second class
	89	male	under 21	.	.	.		
	90	female	under 21	.	.	yes	BSc Hons Modular	upper second class
	91	female	under 21	.	.	.	BSc Hons Modular	lower second class
	92	female	under 21	.	.	.	BSc Hons Modular	lower second class
	93	female	30+	.	.	.	BSc Hons Modular	first class honour
	94	female	under 21	.	.	yes	BSc Hons Modular	upper second class
	95	female	26-29 yrs	.	.	yes	BA Ord Modular	degree
	96	female	21-24 yrs	.	.	.	MSc	Pass
	97	male	under 21	.	.	.	BEng Hons Modular	upper second class
	Total	**97**	**83**	**20**	**10**	**25**	**87**	**87**

App. 8. 46 **Research group B, key support and outcome by student (Sample 2)**

Award class	Supported	%	unsupported	%
First	2	2.3	3	3.4
upper	17	19.5	19	21.8
lower	12	13.8	21	24.1
third	1	1.1	1	1.1
degree	2	2.3	3	3.4
other	2	2.3	0	0.0
post grad	2	2.3	2	2.3
fail	0	0.0	0	0.0
87	**38**	**43.7**	**49**	**56.3**

App. 8. 47 **Research group B outcomes, supported and unsupported in HE (Sample 3)**

Research group C

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
C	1	female	21-24 yrs	.	.	.	BA Hons Modular	upper second class
	2	female	under 21	.	.	.	BA Hons Modular	upper second class
	3	female	under 21	yes	.	yes	BA Hons Modular	lower second class
	4	female	30+	yes	yes	yes	BA Hons Modular	upper second class
	5	female	30+	yes	yes	yes	BA Hons Modular	upper second class
	6	female	21-24 yrs	.	.	.	BSc Hons Modular	first class honour
	7	female	30+	.	.	.	BSc Hons Modular	upper second class
	8	female	30+	.	.	yes	BSc Ord Modular	degree
	9	female	30+	.	yes	yes	BA Hons Modular	upper second class
	10	female	under 21	.	.	.	BA Hons Modular	upper second class
	11	female	30+	yes	yes	.	BA Hons Modular	lower second class
	12	male	under 21	yes	.	yes	BSc Hons Modular	lower second class
	13	female	26-29 yrs	.	yes	yes	BA Hons Modular	upper second class
	14	female	under 21	.	.	yes	BSc Hons Modular	lower second class
	15	female	under 21	.	.	.	BSc Ord Modular	degree
	16	male	21-24 yrs	.	.	.	BA Hons Modular	lower second class
	17	male	.	.	.	.	BSc Hons Modular	
	18	male	under 21	.	.	.	BSc Hons Modular	upper second class
	19	female	under 21	.	.	yes	BA Hons Modular	upper second class
	20	female	.	.	.	.	BSc Hons Modular	lower second class
	21	female	30+	.	.	.	BSc Ord Modular	degree
	22	female	.	.	.	.	BA Hons Modular	lower second class
	23	female	30+	.	.	yes	BSc Hons Modular	lower second class
	24	female	under 21	.	.	.	BA Hons Modular	upper second class
	25	male	.	yes	.	.		
	26	female	.	.	yes	yes		
	27	female	21-24 yrs	.	.	.	Cert. Credit Modula	pass

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
	28	female	.	.	.	.	BSc Hons Modular	upper second class
	29	male	30+	.	.	.	Modular Dip HE nam	merit
	30	female	30+	yes	.	.	MA	Pass
	31	female	.	yes	.	.		
	32	male	.	.	.	.		
	33	female	.	.	.	.		
	34	female	21-24 yrs	yes	.	yes	BA Hons Modular	lower second class
	35	male	21-24 yrs	.	.	.	BSc Hons Modular	upper second class
	36	female	25 yrs	yes	.	yes	BSc Hons Modular	lower second class
	37	male	21-24 yrs	yes	yes	.		
	38	male	under 21	.	.	.	BA Hons Modular	upper second class
	39	female	under 21	.	.	yes	BSc Hons Modular	lower second class
	40	male	under 21	.	.	.	BSc Ord Modular	degree
	41	female	26-29 yrs	.	.	.	BSc Hons Modular	upper second class
	42	female	under 21	yes	.	yes	BA Hons Modular	upper second class
	43	male	21-24 yrs	yes	.	.	BSc Hons Modular	upper second class
	44	female	21-24 yrs	yes	yes	.	BA Hons Modular	upper second class
	45	female	30+	.	yes	yes	BSc Ord Modular	degree
	46	female	under 21	.	.	yes	BA Hons Modular	upper second class
	47	male	under 21	.	.	.	BEng Ord Modular	fail
	48	female	30+	.	.	.		
	49	male	21-24 yrs	yes	.	.	PG diploma	Pass
	50	female	30+	.	.	yes	BSc Hons Modular	upper second class
	51	female	under 21	.	.	yes	BTH hons	lower second class
	Total	**51**	**42**	**15**	**9**	**19**	**44**	**43**

App. 8. 48 **Research group C, key support and outcome by student (Sample 2)**

Award class	Supported	%	unsupported	%
First	0	0	1	2.3
upper	10	23.3	10	23.3
lower	9	20.9	3	7.0
third	0	0.0	0	0.0
degree	2	4.7	3	7.0
other	0	0.0	2	4.7
post grad	2	4.7	0	0.0
fail	0	0.0	1	2.3
43	**23**	53.5	**20**	46.5

App. 8. 49 **Research group C outcomes, supported and unsupported in HE (Sample 3)**

Research group D

Research group		Gender	Age at start	Group support	M0506	1-to-1	Course type award	Class of award
D	1	male	under 21	.	.	yes	BSc Hons Modular	third class honour
	2	male	under 21	.	.	.	BSc Hons Modular	upper second class
	3	female	30+	yes	.	yes	BA Hons Modular	upper second class
	4	male	.	.	.	.		
	5	female	under 21	.	.	.	BA Hons Modular	lower second class
	6	male	30+	.	yes	.		
	7	female	30+	.	.	.	BSc Hons Modular	first class honour
	8	male	under 21	.	yes	.	BA Hons Modular	lower second class
	9	female	21-24 yrs	.	yes	.	BSc Hons Modular	lower second class
	10	male	under 21	.	.	.	BSc Ord Modular	degree
	11	male	under 21	.	.	.	BA Hons Modular	lower second class
	12	male	under 21	.	.	.	BA Hons Modular	lower second class
	13	male	under 21	.	yes	.	BSc Hons Modular	upper second class
	14	male	under 21	.	.	.	BA Ord Modular	degree
	15	male	21-24 yrs	.	.	.	Graduate Diploma	Pass
	16	male	under 21	.	.	.	BA Hons Modular	lower second class
	17	male	30+	.	.	.	MBA	Pass
	18	male	under 21	.	.	.	BSc Hons Modular	upper second class
	19	female	under 21	.	.	.	BSc Hons Modular	upper second class
	20	female	under 21	.	.	yes	BA Hons	lower second class
	21	male	21-24 yrs	.	.	.	BSc Hons Modular	lower second class
	22	male	under 21	.	.	.	BSc Ord Modular	degree
	Total	22	21	1	4	3	20	20

App. 8. 50 **Research group D, key support and outcome by student (Sample 2)**

Award class	Supported	%	unsupported	%
First	0	0.0	1	5.0
upper	2	10.0	3	15.0
lower	3	15.0	5	25.0
third	1	5.0	0	0.0
degree	0	0.0	3	15.0
other	0	0.0	2	10.0
post grad	0	0.0	0	0.0
fail	0	0.0	0	0.0
20	**6**	30.0	**14**	70.0

App. 8. 51 **Research group D outcomes, supported and unsupported in HE (Sample 3)**

Glossary

Listwise		An approach to missing data in SPSS, excludes the cases where the set of variables selected in SPSS are incomplete.
Pairwise		An approach to missing data that only requires the pair of variables being considered to be present, rather than the whole set.
MSA		Measures of sampling adequacy. Based on the diagonal score of the anti-image correlation matrix available as part of PCA.
Simple structure (PCA)		A 'simple structure' (Thurstone, 1947) cited in Pallant (2005) refers to each component having a number of strongly loaded variables, which occurred in only one component, that is with no cross loading or with no cross loading the key variables above .3.

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