



# CONCESSIONS GUIDE FOR UFS STUDENTS

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**VISION130**  
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**UFS**  
CENTRE FOR UNIVERSAL  
ACCESS AND DISABILITY  
SUPPORT (CUADS)

## WHAT ARE CONCESSIONS?

Concessions are accommodations granted to enable students with specific disabilities (temporary or permanent) to perform to the best of their ability, without giving them an added advantage over other students. These concessions are for students with disabilities who wish to apply for accommodations to help them perform optimally. These include extra time for tests and examinations, the use of computers, accessible formats of question papers, amanuensis, etc.

## REQUESTED CONCESSIONS CAN BE GRANTED FOR:

**A**

The duration of the student's university career.

**B**

For a specified time period, e.g. a year or semester (this scenario would require re-application, if necessary).

**C**

For the period of rehabilitation (generally directed by the appropriate health professional overseeing the case).

## GROUND FOR APPLYING FOR EXTRA TIME INCLUDE:

- A physical, sensory or neurological disability, which is a disability that seriously impedes a student's ability to read or write at the same speed/level as their peers.
- A specific learning disability, which is a disability that affects one or more of the basic processes involved in the use of written or spoken language, in a manner that constitutes a significant impairment of that function.

## EXTRA TIME IS NOT GRANTED FOR THE FOLLOWING:

- Where the primary area of difficulty is with the language of learning, teaching and assessment due to the fact that the language is not the home language of the learner.
- Where the motivation for the concession application is that the student has difficulty with the language medium of the examination due to writing in their second or third language.
- Where there is no indication of how the disability and/or medication creates barriers for the student in meeting their academic requirements.
- Psychological difficulties such as anxiety or depression.
- Where the motivation for the concession application is that the student's cognitive functioning in all or most areas, as measured by a standardised test of general intellectual functioning, is below the average range of intellectual functioning.

## PROCESS FOR QUALIFYING FOR A CONCESSION:

- The student must complete an extra-time application form and submit this to Student Counselling and Development, together with the necessary supporting documentation, and book an interview with the sub-committee.
- A psychologist will go through the documentation and advise if additional or updated assessments will be required, as all applications for concessions must be supported by relevant medical/psychological documentation. Where applicable, the student must make an appointment with an occupational therapist a week before the sub-committee's interview.
- The student will be interviewed/assessed to determine whether concession support is needed in test/examination venues, and what sort of support this should be.
- The concession application will be forwarded to the UFS Reasonable Accommodation Panel's extra-time sub-committee to make decisions on awarding

concessions. This committee meets in February, March, April and May and then again in July, August, September and October. This process takes a few weeks as the committee only meets once in each of these months.

- The student will be informed in writing whether the concession is granted, and this will also be sent to the Exam Division and CUADS.
- The student will then meet the Alternative Assessment Officer at CUADS to complete a reasonable accommodation request form and sign the appropriate consent form. Further information around concessions will also be provided during this appointment.
- All information submitted as part of the concession application will be treated confidentially by the extra-time sub-committee. It must be noted that documentary evidence of a disability is necessary, but is not sufficient for the consideration of a concession.

### ***Supporting documents must therefore reflect the following:***



History of the condition.



Diagnosis/disability.



Any assessments leading to the diagnosis should be included.



If currently on any medication, indicate dosage as well as side effects related to learning.



Prognosis of the current condition and how the disability impacts the student's ability to meet academic requirements.



Recommendations for concessional support to overcome the disability while at university (e.g. enlarged font, use of a PC, etc.).

- **Important to note:** requests for additional time in examinations will only be considered if evidence is provided in the practitioner's report which indicates that other accommodations will not address the applicant's needs.

## **SHOULD YOU BE GRANTED A CONCESSION, WHAT IS YOUR RESPONSIBILITY?**

- The student must complete a reasonable accommodation request form and consent must be provided by CUADS acknowledging the additional support needed.
- Make sure that each lecturer is aware of the concession.
- At least three days prior to the test date and two weeks before exams start, the student must ensure that all their tests have been booked and registered with CUADS.

## **ADDITIONAL INFORMATION**

- The decision to grant extra time to students with disabilities lies with the UFS Reasonable Accommodation Panel's extra-time sub-committee and at CUADS's discretion, and not with the practitioner who conducted the assessment. This also applies to the amount of extra time granted, which is calculated per hour. A previous award of extra time by another institution does not guarantee that the same concession will be approved while the student is at UFS.
- A decision made by the extra-time sub-committee may be appealed within two months of receipt of the original decision. The extra-time sub-committee reserves the right to request additional information.
- Where a concession has been granted for the duration of a student's university career, it is not necessary to reapply in subsequent years. If the concession was for one semester or one year only, the student will need to reapply in the subsequent semester/year(s). A new assessment report may be needed if the previous report is older than two years, or does not contain the necessary assessments.
- If a student does not supply all the necessary information before the sub-committee's interview date, their application will stand over to the next interview date.

### **LOOK OUT FOR OUR OTHER TIP SHEETS ON TOPICS SUCH AS:**

- Visual Impairments
- Physical Impairments
- CUADS information leaflet
- Test and Exam Tips
- Neurodevelopmental Disorders
- Hearing Impairments



HELLO

## **KEEP IN TOUCH**

We aim to provide holistic support to UFS students with disabilities, and pride ourselves on being accessible to our students and other university stakeholders.

You can reach the Centre for Universal Access and Disability Support (CUADS) on any of the following platforms:



## **VISIT US ON YOUR CAMPUS**

- **Bloemfontein Campus (BFN):**  
Level 2, Sasol Library (next to the Johannes Stegmann Art Gallery)
- **South Campus (SC):**  
Room D125, Neville Alexander Library
- **QwaQwa Campus (QQ):**  
Room 2013, Intsika Building



## **CALL US**

+27 51 401 3713 (BFN)  
+27 51 505 1355 (SC)  
+27 58 721 5189 (QQ)



## **SEND US AN EMAIL**

[cuads@ufs.ac.za](mailto:cuads@ufs.ac.za)



## **Facebook**

<https://web.facebook.com/Centre-for-Universal-Access-and-Disability-Support-UFS-1509109672744423/>



## **Instagram**

[https://instagram.com/cuads\\_ufs?utm\\_medium=copy\\_link](https://instagram.com/cuads_ufs?utm_medium=copy_link)



## **LinkedIn**

<https://www.linkedin.com/company/cuads-ufs>