

DSA Study Needs Assessments

Important Information for DSA Study Needs Assessors

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DSA Non-Medical Helper Support (Leeds Conservatoire NMH Supplier Information)

Leeds Conservatoire employ an in-house Mentoring team for both Autism Spectrum Conditions (SM:AS) and Mental Health (SM:MH) branches of the DSA NMH matrix framework, with in-person and online modes of delivery offered to all of our students with Leeds Conservatoire as their recommended supplier on their DSA Award Letter (DSA2).

Our Mentoring team contains a group of highly skilled professionals trained to deliver support to our DSA-allocated students who have a range of disabilities, including Autism Spectrum Conditions (ASCs), mental health conditions, Specific Learning Difficulties (SpLDs), Attention Deficit Hyperactivity Disorder (ADHD), as well as many more conditions that present disability-related barriers to education. Our Mentors offer a wide-range of engagement support to our students allocated through DSA, including (but not limited to); intervention techniques, coping strategy building, the fostering of DSA/other assistive technologies, support with planning, organisation, and much more.

Our Mentoring service's competitive rates are listed on the DSA approved [SLC NMH register](#), as well as the unofficial Association of NMH Providers list. As the Association of NMH Providers list is administered by the private company (and DSA NMH supplier) Clear Links, they have chosen not to show in-house HEP NMH services when Needs Assessors use the post-code search on their list. Therefore, please ensure that you search for 'Leeds Conservatoire' if using the Association of NMH Providers list to find the same competitive rate held on the approved [SLC NMH register](#).

Complete Course Information

Full information is on our website covering all of the courses offered on the following links:

- Undergraduate - <https://www.leedsconservatoire.ac.uk/courses/undergraduate-courses/>
- Postgraduate - <https://www.leedsconservatoire.ac.uk/courses/postgraduate-courses/>

Full-Time Undergraduate Music Pathways

BA (Hons) Music Business - 3 years

BA (Hons) Music Classical - 3 years/4 years with Foundation year

BA (Hons) Music Electronic Music Production - 3 years/4 years with Foundation year

BA (Hons) Music Film Music - 3 years/4 years with Foundation year

BA (Hons) Music Folk, Roots and Blues - 3 years

BA (Hons) Music Jazz - 3 years/4 years with Foundation year

BA (Hons) Music Popular - 3 years/4 years with Foundation year/1 Year (Top-Up)

BA (Hons) Music Production - 3 years/4 years with Foundation year/1 Year (Top-Up)

BA (Hons) Music Songwriting - 3 years/4 years with Foundation year

Combined pathways available from above courses - 3 years/4 years with Foundation year

BA (Hons) Voice (Performance and Pedagogy) - 3 Years *[2025/26 intake]*

Students on the **BA (Hons) Music Popular**, **Classical**, **Jazz** and **Folk, Roots and Blues** pathways are required to have a Specialist Study of Performance or Composition. Students on single pathways have both specialist study 1:1 lessons and specialist group study lessons, whilst students on combined pathways have specialist study 1:1 lessons on their major pathway only, and specialist group study lessons on their minor pathway only.

Full-Time Undergraduate Performing Arts Pathways

BA (Hons) Acting - 3 years

BA (Hons) Actor Musician - 3 years

BA (Hons) Musical Theatre - 3 years

BA (Hons) Musical Theatre Studies (Top-Up) - 1 year *[2025/26 intake]*

Full-Time Postgraduate Music Pathways

MA Music - 1 year

Full-Time Postgraduate Performing Arts Pathways

MA Dramaturgy - 1 year

MA Musical Direction - 1 year

MA Musical Theatre Company - 1 year

MA Musical Theatre Creatives - 1 year

Disabled Learners at Leeds Conservatoire

Students with any disability, neurodiversity, mental health condition and/or long-term health condition (lasting, or likely to last 12 months or more) are likely to have specific, individual disability-related barriers that could affect their engagement with their studies across all pathways. Students often require support for difficulties with (but not limited to):

- working memory
- academic work
- coordination
- focus/attention
- sensory processing/stimuli
- processing speed
- planning/organisational skills
- mental wellbeing difficulties

Leeds Conservatoire provides comprehensive support plans containing reasonable adjustments to students who declare their difficulties through our Student Support Referral Form, with approximately one third of our entire student population declaring and gaining support for their disabilities across all previous academic years' since at least 2018-19. Further information about the support available at Leeds Conservatoire is on our website:

<https://www.leedsconservatoire.ac.uk/student-life/studentsupport/disability-support/>

Disabled students on Music pathways often experience additional difficulties including (but not limited to):

- reading music
- any short-notice 'sight' reading required
- accurately writing musical scores
- the communication and organisation required for group/ensemble work
- recording/retaining taught information in lectures
- the use of specialist music software across multiple screens, often due to;
 - high volumes/complexity of information requiring input and manipulation
 - the required organisational elements of the software
 - difficulties processing and applying taught actions quickly

Disabled students on Performing Arts pathways often experience additional difficulties including (but not limited to):

- retaining performative routines
- memorising
- organising and creating group/ensemble work
- recording/retaining taught information
- balancing a busy timetable and building portfolio work

Methods of Assessment

Modules on **UG Music** courses are assessed through a combination of individual/group performances, compositions and recording submissions, alongside supporting critiques, individual/group presentations, essay-style written assignments and practical work in various Leeds Conservatoire and/or external studios. All students undertake a final major project in their third and final year, with supporting written and/or portfolio work. Although rare, there are some formal timed written examinations on **UG Music** pathways, in the form of music theory examinations, timed technical performance/composition and/or studio-based assessments.

Modules on the **UG Performing Arts** courses are assessed through a combination of performances and portfolio submissions, alongside supporting critiques, individual/group presentations and practical work in various Leeds Conservatoire and/or external studios. All students undertake a major performance in their third and final year.

Postgraduate pathways are assessed via written academic work/portfolio submission, performances/compositions, as well as accompanying critiques, performance recitals and/or viva voce oral assessments.

Alternative accessible assessments can be explored for all students with disabilities and can be requested through academic teaching staff or support team members.

Leeds Conservatoire Facilities and Systems

Leeds Conservatoire has a programme of continuous investment in high-end facilities for all of our students to work with. Alongside lecture rooms, **Production** pathway students are taught in professional quality recording studios, which they can additionally book to complete their assignments. Also alongside lecture rooms, **Music** pathway students are taught in soundproofed practice rooms, ensemble rooms, purpose-built performance suites and venues, which they can additionally book to complete their assignments.

Performing Arts pathway students are taught in specialist acting/dance studio facilities across the St Peter's Square, Mabgate and Playhouse Square campus buildings, alongside external teaching/performing spaces where necessary.

Office 365 logins are given to all students upon enrolment, to assist them to create and store work for academic submissions, including written work and presentation materials. The Disability Support Team encourage students to access the built-in Office 365 accessibility tools, which often helps them if they have not had access to more comprehensive assistive technology that DSA offers from the start of their HE educational experience.

We have a large number of class-leading Apple Silicon Macs that students should access throughout their studies on **Music** pathways. The Apple Silicon Macs are available for students to use when teaching is not taking place during the daytime and in the evenings during weekdays, alongside during the daytime at weekends throughout term-time. Due to the restricted networking capabilities of Apple Silicon Macs and software licensing restrictions across all platforms, Leeds Conservatoire is unable to provide students with their own individual licenses for the course-specific software that they use on their pathway of study. All students are expected to take advantage of the in-house, professional-level hardware and software throughout their studies in order to complete any music creation aspects that their course requires. The aforementioned facilities are provided for students to use to ensure that individual students do not require a similar level of professional specification music creation hardware and software suites to complete their courses.

It is not possible for Leeds Conservatoire to give financial assistance to students for the initial £200 fee that Student Finance ask for when recommending DSA-funded Windows-based laptops for the DSA assistive technology package to be used, nor with any optional additional costs that students may choose to incur if they decide to upgrade to a higher specification PC or Apple Mac platform. As above, students are expected to use the professional-level facilities to complete creative course content.

Inclusive Practice at Leeds Conservatoire

Information and lecture notes are made available to students at least 24 hours in advance of teaching delivery using **Space**, our online Virtual Learning Environment (VLE) at Leeds Conservatoire. The majority of assignments are submitted via the VLE, and students who struggle to submit their work can access support with this from the Teaching Enhanced Learning team.

For notetaking and lecture recording purposes, all core lectures delivered to cohorts in classrooms and lecture theatres are captured by **Panopto**, our lecture capture software. However, it is not possible for **Panopto** to record one-to-one tuition, some small group sessions, studio sessions and some seminars. Therefore, it is highly useful for most of our students with disabilities to have access to a licence for Glean from DSA where suitable, alongside a DSA-funded digital recording device with a built-in two-way microphone, as these aspects help our students to access their teaching fully both at the time, as well as when recapping over the materials after their lectures.

Extended library loans are available from the Leeds Conservatoire Library for most items, and the Library staff can advise students on the availability of resources available, such as books, e-books, journals, sheet music, vinyls, CDs and films, whilst many resources can be requested for order where not available. Students can access their course reading lists through **Space** once they have enrolled.

Contact information

The Disability Support Team work all year round and are located at the Leeds Conservatoire, St Peter's Square campus building on the 4th floor. DSA Study Needs Assessors can ask the Disability Support Team any questions that they have, or request a call with a member of the team, by emailing disability@leedsconservatoire.ac.uk.