

Extended Learning Support Procedure

August 2014

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Version Number	Date of Change	Summary of Revisions Made
7	August 2014	<p>Extensive changes made around the Additional Support team/Team Leader. Student Support Team. AAM electronic database introduced, and procedure updated to reflect how this operates. Student Experience and Curriculum Director assumes responsibility for this procedure. Additional Support team leader has responsibility for on-going development of this procedure. DSA process added to the responsibilities of the Additional Support Team Leader. Clarification of adapted format in para 4.10 and Appendix 1. To be notified to CMT next meeting March 2015. Approved and republished without the review due date in the footer.</p>
7.1	July 2016	<p>Footer updated to reflect new template model Role title changed: Vice Principal, Academic, Head of Student Records.</p>
7.2	December 2018	<p>Change of role to Quality Manager.</p>

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Extended Learning Support Procedure

1 Purpose

- 1.1 This procedure supports the Perth College UHI Extended Learning Support (ELS) Policy and details how its Key Principles will be achieved. The procedure details how ELS provision within the College will operate and staff responsibilities in ensuring provision is effective.

2 Scope

- 2.1 The procedure details how ELS activity will be undertaken with all mainstream students at both FE and HE levels, by a range of staff members including the Additional Support Team, Student Support Team, Study Skills Tutors, Learning Mentors and Personal Academic Tutors (PATs).

3 Definitions

- 3.1 Extended Learning Support is defined by the Scottish Funding Council (Circular SFC/02/09) as involving "specialised support for individual students with particular educational support needs", and where "the college is providing additional support measures to the student that require additional resources such as additional staff or expenditure and/or using a significant level of the current resources employed or financed by the college".

The definition contrasts ELS with Learning Support which is "available to all students in terms of guidance and counselling and student-centred learning through drop-in or other arrangements".

- 3.2 A Personal Learning Support Plan (PLSP) is a confidential document which supports the provision of ELS and which details the nature of a student's additional support need(s) and any support measures that have been agreed. PLSPs are drawn up in close conjunction with students, regularly reviewed and externally audited on an annual basis.

4 Responsibilities

- 4.1 The Depute Principal, Academic has overall responsibility for this procedure.
- 4.2 The Head of Student Experience is responsible for the effective and consistent operation of this procedure in relation to the ELS activity undertaken by Student Services staff. The Additional Support Team Leader is responsible for the on-going development of the procedure.
- 4.3 Sector Development Directors are responsible for the effective and consistent operation of this procedure in relation to the ELS activity undertaken by teaching staff and PATs in their respective areas.

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- 4.4 The Depute Principal, Academic is responsible for the effective and consistent operation of this procedure in relation to the ELS activity undertaken by Study Skills Support staff and Learning Mentors.
- 4.5 The Additional Support Team Leader in conjunction with the Additional Support Team is responsible for:
- Following up all disclosures of additional need made at the points of application and enrolment, and throughout the academic session;
 - Setting up and reviewing PLSPs in conjunction with the student and other individuals and professionals as appropriate;
 - Working directly with students to support them as appropriate throughout the duration of their course of study;
 - Coordinating the central PLSP database;
 - Sharing information as appropriate with PATs on agreed support strategies for students;
 - Ensuring on-going support for continuing students;
 - Coordinating the passing of information on alternative exam arrangements to the Examinations Officer;
 - Assessing the need for, and supporting students in the appropriate use of assistive technology through demonstration, training and ongoing support;
 - Offering advice and support to PATs on the provision of Extended Learning Support as required;
 - Working with colleagues in the Social and Vocational Studies department to assist in supporting students making transitions within the College;
 - Working with colleagues in the Study Skills area to ensure a consistent approach to the provision of extended learning support across the College;
 - Coordinating the making of alternative arrangements for students with additional support needs to take internal assessments as described in Appendix 1;
 - Making statistical data on ELS provision available to the Head of Student Records at scheduled points in the academic year;
 - Taking a lead role in developing this procedure by making recommendations to the Head of Student Services on its amendment and updating on an annual basis.
 - Coordinating the Disabled Students Allowance process for students who are eligible;
 - The Additional Support Team Leader will also complete Needs Assessments for students who are applying for DSA. It is expected that due to the volume of students that apply Dundee Access Centre will be utilised for this purpose also;

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4.6 Study Skills Tutors are responsible for:

- Providing Study Skills support to students on both a one-to one and group basis;
- Assessing students in relation to their extended learning support requirements as appropriate;
- Setting up and maintaining PLSPs for students as appropriate;
- Updating the PLSP database as required;
- Working with external agencies as appropriate;
- Liaising with the Additional Support Team, Student Support Team, PATs and Learning Mentors in adopting a consistent approach across the college.

4.7 PATs are responsible for:

- Receiving PLSP Referrals and ensuring that information regarding a student's support strategies is communicated to all lecturing staff involved in the student's teaching;
- Referring students who are identified as having an additional support need and who have not had a PLSP set up, to the Additional Support Team or Student Support Team;
- Ensuring that any student without a PLSP who requires alternative exam arrangements is referred to the Additional Support Team or Student Support as soon as possible to have a PLSP set up;
- Contributing to the making of alternative arrangements for students with additional support needs within their groups to take internal assessments as described in Appendix 1.

4.8 Learning Mentors are responsible for:

- Providing in class support to students and groups with recognised additional learning support needs;
- Providing scribe and reader support in line with PLSPs where possible.

4.9 The Student Support Team is responsible for:

- Setting up and reviewing PLSPs for students requiring support in relation to mental health difficulties;
- Providing on-going support and counselling to these students;
- Liaising with external agencies and professionals where appropriate to establish the nature of need and relevant support strategies.

4.10 Lecturing staff are responsible for:

- Adapting as far as is reasonable their teaching practices and methods to take account of the additional support needs of students in their class groups;
- Ensuring that notes and presentation slides are available to students electronically as well as on paper if required;

- Ensuring that course materials are available in the appropriate adapted format (where required) in line with Equalities Legislation
 - Liaising with the relevant PAT as required on the support arrangements for students with additional support needs;
 - Liaising with the Additional Support Team as required to access advice and information relating to specific student support needs and issues and on the support arrangements for specific students;
 - Contributing to the making of alternative arrangements for students with additional support needs with their class groups to take internal assessments as described in Appendix 1.
- 4.11 All staff have a responsibility to adopt an inclusive approach in their work with students and where possible, to promote ELS as a strategy to enhance effective learning.
- 4.12 Students will be expected and encouraged to take responsibility for their learning, and to work in partnership with college staff in arranging appropriate and effective ELS measures.
- 4.13 Quality approval checking of the procedure is the responsibility of the Quality Manager, who will also arrange for the procedure to be posted on the intranet.

5 Procedure

- 5.1 Extended Learning Support is provided within the College to students affected by conditions including:
- Dyslexia and other Specific Learning Difficulties
 - Mental Health Difficulties
 - Autistic Spectrum Conditions
 - Visual Impairments
 - Hearing Impairments
 - Mobility or Dexterity Difficulties
 - Health or Medical Conditions
 - Unseen Disabilities such as epilepsy
 - General Learning Difficulties.

This list is not exhaustive.

- 5.2 Extended Learning Support within the College is coordinated by the Additional Support Team, the Student Support Team and arranged on a joint basis by PATs, teaching staff, Study Skills Tutors, the Student Support Team Leader and the Additional Support Team Leader. PATs play a key role in the delivery of ELS by acting as the link between the Additional Support Team and lecturers.
- 5.3 Students are provided with as many opportunities as possible to inform the college of any additional support needs they may have including, the College application form and the enrolment form. The Additional Support Team and

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Student Support Team follows up every disclosure that is made and works with the student to arrange support as appropriate.

- 5.4 Some students only feel ready to disclose their additional support needs after the start of term and while they can contact the Additional Support Team at any time during the year, again PATs have an important role to play in ensuring students with additional needs are provided with appropriate support as soon as possible. If it is identified by either teaching staff, PATs or Learning Mentors that students may benefit from additional support, it is important that this is discussed with the student and if they agree, referred to the Additional Support Team.
- 5.5 If Core Skills Diagnostic testing highlights that a student may benefit from receiving additional support, the relevant PAT will be notified of this and will subsequently have the responsibility of referring the student to the Additional Support Team.
- 5.6 If an additional support need is disclosed by, or identified in relation to a student but the student declines support, this will be recorded on the ELS database and the student's signature confirming this obtained.
- 5.7 All students who receive ELS must have an agreed PLSP in place and the student themselves will always be regarded and treated as a central figure in the drawing up and agreeing of their PLSP, and the reviewing of the PLSP.
- 5.8 When a PLSP is set up, a summary of support will be sent to the appropriate PAT via the AAM to inform them of the support measures agreed and the input to the support provision that will be required by both them and members of teaching staff.
- 5.9 It is the responsibility of the PAT to ensure that a copy of the summary of support is sent to every lecturer who teaches the student, and that lecturing staff understand what is required of them. If however any clarification is needed on the support measures being implemented, the Additional Support Team will be able to provide appropriate information and advice.
- 5.10 The Additional Support Team along with the Student Support Team will formally review PLSPs with individual students at least once per academic session. A record of the review will be retained centrally and any modifications to support arrangements notified to the PAT via a PLSP update on the AAM. The PAT will then inform any member of teaching staff via the updated summary of support
- 5.11 In determining when and how reviews will be carried out, the student will be consulted and their input used in agreeing a way forward.
- 5.12 The Additional Support Team and Student Support Team will maintain a database of information relating to PLSPs, and paper files of both PLSPs and assessment and other evidence relating to students.
- 5.13 Study Skills Tutors and Learning Mentors will also access and update this database in relation to students with whom they are working.

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- 5.14 PLSPs will be stored securely and within the parameters of the Data Protection Act and every student will have access to their PLSP via Student Journey and the AAM.

6 **Linked Policies/Related Documents**

- 6.1 Perth College UHI Extended Learning Support Procedure.
- 6.2 Perth College UHI Disability Equality Scheme.
- 6.3 Perth College UHI Guidance Policy.
- 6.4 Perth College UHI Student Mental Health, Well-being and Counselling Policy and Procedure.

7 **Relevant Legislation**

- 7.1 Disability Discrimination Act (2005).
- 7.2 Additional Support for Learning Act (2004).
- 7.3 Mental Health Act (2007).
- 7.4 Mental Health (Scotland) Act (2003).
- 7.5 Data Protection Act (1998).
- 7.6 Equality Act (2010).

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Appendix 1

Making Arrangements for Students with Additional Support Needs taking Internal Assessments

If a student has an additional support need and a Personal Learning Support Plan has been put in place for them, they may require additional or alternative arrangements to be made for them to take internal or external assessments, or both. In the same way that the College system of providing ELS to students operates on the basis of joint working between teaching, Study Skills and Student Services staff, special arrangements for internal assessments require to be made between PATs and the Additional Support Team.

If additional/alternative arrangements need to be made for a student to take an internal assessment, this will have been detailed on the PAT Referral form. The arrangements that may need to be made for the student to take an internal assessment include the organisation of the following:

- Reader and/or Scribe
- Laptop
- Separate room and invigilator
- Extra time
- Exam/Assessment paper printed on coloured paper

The following procedures are in place to allow additional/alternative arrangements to be made when internal assessments are scheduled.

Readers, Scribes, Prompters and Invigilators (Support Workers)

The Additional Support Team Leader is responsible for the line management of the Support Worker team. Due to the nature of the Support Workers duties (they also offer invigilating and support via the Exams Officer and MIS Team for external exams), the recruitment and training of Support Workers will be the responsibility of the Additional Support Team Leader and the Head of Student Records.

Readers, Scribes and Invigilators can be organised by the Additional Support Team. When an internal assessment is arranged, the PAT should contact the Additional Support Team, by e-mailing pc.aea.perth@uhi.ac.uk. **In order to ensure that requests are received promptly, no members of the Additional Support Teams own e-mail address should be used for these purposes.**

Learning Mentors can occasionally be made available for Reading/Scribing but this activity is not a core task within their duties. Further, the College does not have people who work as Readers, Scribes or Invigilators based on the campus, and therefore in order to be able to arrange for them to be present for the assessment, Student Services require as much notice as possible, and **at least 2 weeks** advance notification is required. If a request is received with less than 2 weeks notice, it cannot be guaranteed that a Reader/Scribe will be available but the team will make every effort to ensure the student receives the support they require.

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Laptop

If a student requires a laptop to sit an internal assessment, this can be organised by the Additional Support Team. As above, when an internal assessment is arranged, the Additional Support Team should be contacted by e-mailing pc.aea.perth@uhi.ac.uk. **In order to ensure that requests are received promptly, no members of the Additional Support Teams own e-mail address should be used for these purposes.**

Since the organisation of laptops involves working in conjunction with ICT staff in the College, and the number of laptops available is limited, as much notice as possible, but **at least one week's** advance notification is required. If a request is received with less than one week's notice, it cannot be guaranteed that a laptop will be available but the team will make every effort to make arrangements.

Separate Rooms and Extra Time

Arranging separate rooms for students to take internal assessments, and allowing a student additional time to complete an assessment are responsibilities of the student's Curriculum Directorate. As such, PATs should make these arrangements as necessary within the procedures of the Curriculum Area.

Exam/Assessment Adapted Papers

If a student would benefit from having their exam/assessment adapted. This can include access to an electronic paper to use in conjunction with assistive technology, different coloured paper, point size or font, this should be organised by the class lecturer, in conjunction with Reprographics staff.

Other Support

If a student requires another form of support in taking an internal assessment, eg special furniture, the Additional Support Team should be informed and will be happy to arrange this as appropriate. Ergonomic chair requests should be made to the caretaking staff at the earliest opportunity and at least 1 week in advance of the assessment.

External Assessments

Alternative arrangements for students sitting externally set examinations and assessments are organised by the Examinations Officer who is a member of the Management Information Systems (MIS) Team. The Additional Support Team works in conjunction with the Examinations Officer to provide information on any alternative arrangements required by students via the AAM system.

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