



Inverness College, University of the Highlands and Islands

Tertiary Learner Support Policy

Reference: PL/LT/2018/001

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| Lead Officer (Post): | Head of Student Services |
| Responsible Office/ Department: | Student Support |
| Responsible Committee: | Learning, Teaching & Resourcing Committee |
| Review Officer (Post): | Additional Support Needs Manager |
| Date policy approved: | 18/12/2018 |
| Date policy last reviewed and updated: | |
| Date policy due for review: | 01/05/2019 |
| Date of Equality Impact Assessment: | 01/05/2018 |
| Date of Privacy Impact Assessment: | n/a |

This policy covers the 2018-19 academic year.

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

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| Overview | This policy is required to set out a regional approach to learner support for Inverness College UHI and all academic partners in the University of the Highlands and Islands. |
| Purpose | The policy will provide a framework for a consistent and coherent methodology for the support of learners. |
| Scope | This policy applies to all academic partners. |
| Consultation | This policy was developed by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Senior Management Curriculum Team, Partnership Council and Further Educational Regional Board, before the policy went through local consultation and approval by College Boards of Management and UHI Academic Council. |
| Implementation and Monitoring | Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office and the Student Support team. |
| Risk Implications | The policy reduces risk for the University and academic partners by reinforcing the existing community of practice for staff and creating a streamlined process. Students will also benefit from a consistent approach across all partners. |
| Link with Strategy | This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement. This policy is linked to our strategic plan objective to further develop our accessible and inclusive support to students to enable all to achieve their potential. |
| Impact Assessment | Equality Impact Assessment: Assessed – No further action to be taken. Privacy Impact Assessment: |

1. Policy Statement

- 1.1 Inverness College UHI is committed to providing an inclusive learning environment in which every student can make the most of learning and development opportunities available throughout their student journey. All students have different learning needs, regardless of level of study.
- 1.2 Inverness College UHI will comply with the Equality Act 2010, and is committed to promoting equality of opportunity and fair treatment for those with protected characteristics.
- 1.3 Students will be given the opportunity to achieve their full potential through anticipation of service provision, ensuring reasonable adjustments will be made when and where required by Inverness College UHI.

2. Definitions

- 2.1 **Personal Learning Support Plan:** A Personal Learning Support Plan (PLSP) is a confidential document 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 consultation with students and regularly reviewed.
- 2.2 **Access and Inclusion Strategy:** Inverness College UHI has an Access and Inclusion Strategy, which can be found [here](#). The purpose of this document is to 'define the inclusive service we provide and how we monitor its effectiveness and impact. It outlines the inclusive service we provide for students and sets out our ambitions' (from [SFC guidance](#)).
- 2.3 **Reasonable adjustment duty:** As set out in the Equality Act 2010, the reasonable adjustment duty is the legal obligation to remove as far as possible by reasonable means the disadvantage which a disabled student experiences because of their disability. Further information from the Equality and Human Rights Commission is available [here](#).

3. Purpose

- 3.1 The purpose of this policy is to create a supportive environment for learners in Inverness College UHI. This policy is intended to promote access and inclusion and wherever possible to provide parity of experience for learners at each stage of their student journey.
- 3.2 Inverness College UHI will work with learners to identify needs through a combination of pre-entry disclosure, on-course disclosure, needs assessment, student request, tutor identification and partnership working.
- 3.3 Students will be provided with a range of opportunities to disclose specific requirements. Disclosures of specific requirements will be followed up by staff at Inverness College UHI where reasonable and appropriate.
- 3.4 Disclosures can be made at any time from pre-application. All students and prospective students are encouraged to disclose any specific requirements at the earliest opportunity, in order that appropriate support can be identified as soon as is practicable.
- 3.5 **PLSPs:** The Partnership recognises the value of the PLSP as a functional and confidential document that details the support and adjustments, including those related to academic assessment, that have been approved in light of a student's specific needs. PLSPs should be used where appropriate and wherever possible, where it supports the learner and the situation warrants

and/or necessitates the use of this tool. PLSPs are one source of evidence used internally and by awarding bodies to support the identification of alternative assessment needs.

3.6 Planning for reasonable adjustments will be undertaken collaboratively between the student, support and academic staff. The student will always be regarded and treated as a central figure in this process and will be kept apprised of progress.

3.7 **Use of Personal Data:** Personal data collected through the Inverness College UHI Learner Support process will be anonymised and used for statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation, socio-economic background or care experience.

4. Scope

4.1 This policy applies to students undertaking FE and HE courses at the College, regardless of mode or level of delivery.

4.2 Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:

- The effectiveness of making the adjustment and whether it is practical to do so
- The financial resources available
- The availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
- The extent to which aids and services will be provided to disabled students from other sources
- Health and Safety requirements – this means if the adjustment increased the risks to the health and safety of another person
- The relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

5. Exceptions

5.1 Student personal health care is out with the scope of this policy.

6. Notification

6.1 All staff are responsible for the supporting learners through their student journey and should be aware of the policy.

6.2 Staff members responsible for providing specialist learner support will be briefed and trained on the policy and procedures.

6.3 The policy will be publicly available on the Inverness College UHI website, along with other current policies.

7. Roles and Responsibilities

7.1 The Head of Student Services has overall responsibility for the implementation of this policy.

7.2 All staff have a responsibility to provide support the learner through their student journey.

7.3 The Additional Support Needs Team will provide services including, but not limited to:

- Contact with students and assessment of need

- Creation of PLSPs
 - Signposting and coordinating support
 - Liaising between student and academic staff
 - Implementation of support
 - Passing Summary of Support to the Personal Academic Tutor
- 7.4 All teaching staff will provide services including, but not limited to:
- Reading the Summary of Support and appropriate cascading
 - Compliance with Summary of Support
 - Implementing learning and teaching adjustments
 - Review and liaison with the Additional Support Needs Team on impact of learning and teaching adjustments
 - Liaising with the Additional Support Needs Team where a student has not made a disclosure but may require support
 - Adhering to confidentiality regulations

8. Legislative Framework

- Adult with Incapacity (Scotland) Act 2000
- Adult Support and Protection (Scotland) Act 2007
- British Sign Language (Scotland) Act 2015
- Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- Disability Discrimination Act 2005
- Education (Additional Support for Learning) (Scotland) Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2009
- Equality Act 2010
- General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998
- Mental Health Act 2007
- Mental Health (Care and Treatment) (Scotland) Act 2003
- Protection of Vulnerable Groups (Scotland) Act 2007
- Scottish Strategy for Autism 2011
- Special Educational Needs and Disability Act 2001
- Scottish Care Leavers Covenant (2015)

9. Related Policies, Procedures, Guidelines and Other Resources

- British Sign Language (BSL): National Plan 2017 to 2023
- College Access and Inclusion Strategy
- College Admissions Policy
- College Corporate Parenting Plan
- College Carers Policy
- College Fitness to Study Procedure

- Partnership Matters - A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Colleges and Universities in Scotland
- UHI Fitness to Study Guidelines
- UHI Recording of Taught Sessions Policy
- UHI Tertiary Learner Support Procedures (forthcoming)

10. Version Control and Change History

| Version | Date | Approved by | Amendment(s) | Author |
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