

Higher Education Student Support Policy

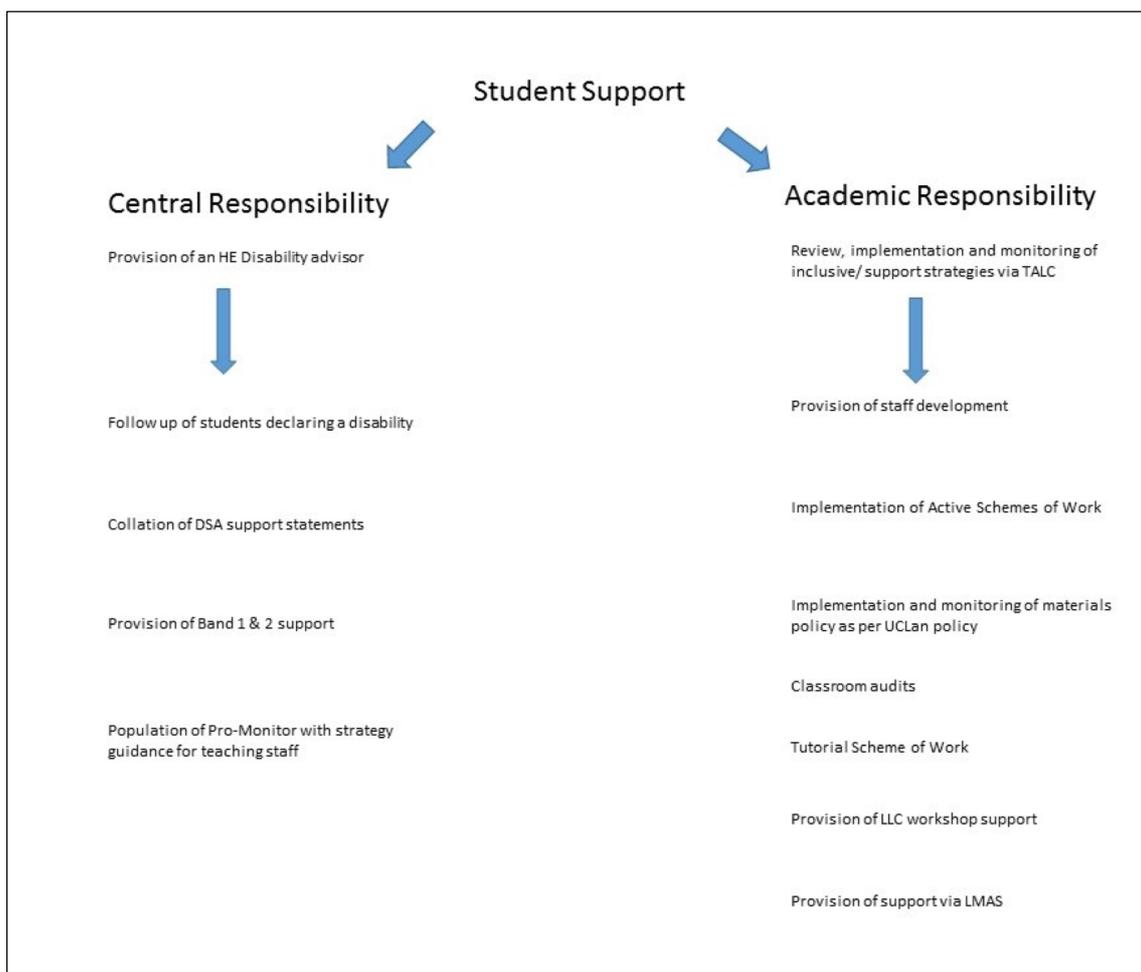
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Support for Students

As set out in chapter B3 of the Quality Code there is an acknowledgement that the principles of equality and diversity are at the core of the HBUC which is committed to promoting, achieving and enhancing equality of opportunities for all its students. The structure for the management of student support is illustrated in the following diagram. “Central” support is deemed to fall under the management of the DSA Co-ordinator with the HEAL:SE overseeing the provision of “Academic” support in conjunction with Faculty Leads. Monitoring of all support provision will sit with the Teaching and Learning Committee which will report to the Higher Education Quality meeting on a quarterly basis and as required.



Specific Learning Difficulties and Disabilities

In terms of Specific Learning Differences the HBUC ethos is articulated further within its Admissions policy which clarifies the College's commitment to ensure that "students with disabilities or additional needs attain their full academic and personal potential and are not subject to any form of discrimination by reason of having a disability or disabilities, or additional learning needs". (See Appendix 1 for process)

Informal screening for conditions that may require support with learning will be deployed during the application process with the aim of capturing information relating to disability and health conditions that may meet the definition of disability under the 2010 Equality Act. Advice as to possible DSA applications will also be provided and in the case of those who have applied for the allowance, support plans put in place by the relevant provider identified within the Needs Assessment. This support can include, but is not limited to:

- Specialist teaching
- The organisation of support
- Provision of specialist software, technology and equipment
- Provision of a non-medical helper

Responsibility for ensuring that the College fulfils its obligations to provide Band I & II support will rest with the DSA Co-ordinator who will liaise with both students and the College's Student Services in order to facilitate institutional compliance with recommendations set out in individual student reports within the context and framework of Reasonable Adjustments. The Co-ordinator will also be responsible for liaising with external support agencies where appropriate although it is acknowledged that contracts for external Band III & IV provision sit exclusively with the student and provider. As such, the Co-ordinator's role in this instance will be largely confined to that of guidance regarding contact and assistance with the use of College premises where deemed appropriate. At no point will the College be responsible for the quality or provision of external services funded by an individual's DSA unless specifically contracted by itself.

All information relevant to reasonable adjustments for individual students based on DSA/ Educational Psychologist reports will be recorded on the College's Pro-Monitor system.

Responsibility for the recording of all other related information will reside with individual personal tutors and course teams.

Recording of Lectures

1. Hugh Baird University Centre allows disabled students to record lectures where this is deemed to be a reasonable adjustment. The Learner Support Department and DSA Coordinator will offer support and guidance to disabled students in the implementation of this policy.
 2. Hugh Baird University Centre recognises that the informal audio recording of lectures by students as a revision aid is also becoming increasingly popular, as is the use of video and audio lecture capture by lecturers to support student learning.
 3. This Policy on the Recording of Lectures applies to all students and staff involved in teaching and learning. It sets out the conditions under which recordings may be made, and clarifies staff and student responsibilities to ensure that the University Centre is meeting its obligations under equality, copyright and data protection legislation. Additional guidelines for students are provided in Appendix 2.
Definitions
 4. For the purpose of this policy, the term:
 - 'Lecture' refers to formal face-to-face teaching and learning sessions, and excludes tutorials, seminars, student-led presentations and other forms of student-led small group teaching (see paragraph 6);
 - 'Lecturer' refers to any University Centre staff member (including visiting or associate staff) involved in teaching and learning;
 - 'Record' refers to audio recording of lectures by students and digital capture of lectures by staff.
- Audio recording of lectures by students**
5. All students may audio record any lectures given by any member of staff, in accordance with point 7, below. Visual recording of lectures is not permitted without explicit, prior consent of the lecturer and others involved.
 6. For any form of small group teaching as described under point 4, involving substantive student participation, routine recording is not permitted without the knowledge and express permission of the group. Where such permission is not granted, reasonable adjustments for any disabled students in the group must be implemented to enable equal access to the information discussed.
 7. Lecturers should allow students to record lectures unless they have a justifiable reason for not doing so. It is anticipated that this will only relate to situations where copyright, data protection or commercial intellectual property rights of others could be infringed, or where lectures include sensitive clinical material.
 8. The lecturer's spoken word used during the lecture remains the property of Hugh Baird University Centre as their employer.

9. Recordings made by students can only be used by that individual for personal study, and must not be reproduced or passed on to anyone else (other than for transcription purposes in connection with the student's studies) or posted on external websites including social networks.
10. Inappropriate use by students of recorded material (including posting on external websites) is a disciplinary matter.
Digital capture of lectures by staff
11. Recordings made by staff for learning and teaching purposes should be stored, delivered and reviewed in line with the Data Protection Act (1998) (<http://www.legislation.gov.uk/ukpga/1998/29/contents>) and Copyright Design and Patents Act (1988) (<http://www.legislation.gov.uk/ukpga/1988/48/contents>).

Academic Support

Formal teaching will be augmented by a system of academic support workshops, facilitated by the Library Learning Centre and course teams, with the intention of providing both targeted group and drop in facilities for students to develop underpinning academic skills.

Sessions will be informed by Induction Assignment information and the results of formative and summative assessments with the intention of identifying skills gaps and enhancing course delivery. These sessions will normally be provided within tutorial sessions or additional workshops arranged by course teams via Faculty Leads and the HEAL: SE.

Personal Development

The provision of personal tutor support ensures all students at the University Centre are supported as individuals and each aspires to develop the essential and wider skills that result in successful progression into higher study and employment. This will be facilitated by the following:

- Ensuring every student completes a full interview (informed by the HE Interview Checklist) to determine the most appropriate level of study and, if required, access to personalised learning support.
- All staff using Induction Assignment results to inform and tailor subsequent delivery and support requirements and these are recorded on group profiles.
- Providing each full time and substantial part time student with individualised support through allocation of a Personal Tutor ensuring they overcome potential barriers to successful learning and achievement.
- Negotiating challenging targets for successful learning through regular reviews of progress ensuring each student is developing the skills essential for progression onto further study or employment.

- Ensuring students who are 'at risk' are subject to reviews of greater regularity to address barriers to their progress. The tutor will use appropriate specialist resources available in the College to address such barriers.
- Ensuring all students are involved in reflective evaluation of their progress and that they record this on their personal development record on ProMonitor.
- Providing all students access to a wide range of development sessions drawn from the Pastoral scheme of work which includes a significant suite of sessions delivered by external agencies.
- Ensuring all students are provided with access to impartial, quality career advice and guidance on progression opportunities through student services and through a range of career events.
- Ensuring, where appropriate, students engage in entrepreneurial, social and engagement activities.

Student Progression

The principle of supporting progression is seen as fundamental in terms of providing students with an outstanding educational experience. Drawing upon these and other aspects HBUC seeks to specifically support progression through the provision of:

- Opportunities for prospective students to attend taster sessions prior to application, acceptance of offer and enrolment.
- **Opportunities to attend "Summer School" events designed to provide social cohesion and the acquisition of fundamental academic and life skills.**
- A fresher's induction utilising a blend of e-learning and face to face activity, facilitated by staff and existing students that will provide orientation to both University Centre and locality as well as providing a grounding in key transferable skills required for study. Similarly themed induction periods for returning students will also allow the acquisition of skills required to support levels five and six.
- Well-structured staff contact time both in terms direct teaching and facilitated time underpinned by an open door tutorial policy designed to allow students to develop knowledge and skills and progress towards independence.
- Access to support and guidance from a wide range of service provision across the College. Services include, but are not limited to, access to the College Counsellor, access to both internal and external health and wellbeing advice and services, financial support advice and guidance, childcare advice, travel advice and general course guidance.
- An Induction Assignment process that identifies areas for development with referral to appropriate academic support.

- Access to a named College Student Retention and Progression Officer able to provide independent guidance and signposting to relevant services.
- A comprehensive programme of study support and transferable skills workshops that equip students with the fundamental competencies and proficiencies to operate successfully and independently within Higher Education. This will be supported by a HE specific pastoral tutorial scheme that will enable the development of graduate skills as well as promoting soft skills such as problem solving, initiative and teamwork which will not only assist students within their studies but also equip them for employment.
- Student engagement in a wide range of formative assessment opportunities with feedback mechanisms following Black and Wiliam's (1999) medal and mission model providing maximum opportunity for individual academic development.
- Opportunities for students of all years to participate in joint projects both through the Ten Degrees WBL model and College/ national and international competitions and briefs in order to help develop soft and subject specific skills. Building on the model successfully introduced by the Visual Merchandising programme , all first and second year students where appropriate will be provided with opportunities to assist final year students in the preparation and production of degree shows.
- Opportunities for all students, both pre entry and on programme, to share their work and ideas through an annual student conference.

Appendix 1: Disability Process Flowchart

Student declares a disability or a specific learning difficulty (SpLD) on their application/UCAS form.

Student is contacted by Learner Support/ DSA/SEN Coordinator to discuss any reasonable adjustments to be made by HBUC

If student wishes to apply for DSA, s/he is required to gather evidence in the form of an Educational Psychologist's report or medical evidence which has been issued since the student was 16. Student then applies for Disabled Student Allowance (DSA) via <https://www.gov.uk/student-finance-register-login>

Student is contacted by SFE and requested to arrange a Needs Assessment if considered eligible.

SFE will produce entitlement letter, which will be sent to the DSA/SEN Coordinator and student. Needs Assessment also forwarded to both parties by assessor/SFE.

DSA/SEN Coordinator may refer student to external agencies such as Clear Links or Randstad as per recommendations within their Needs Assessment.

External Agencies provide assurance that their staff are DBS cleared. They may then start to attend lectures alongside disabled students or meet students for 1:1 mentoring sessions.

With the students' consent, information about disabled students will be recorded in the 'Learning Support' section on ProMonitor.

Examples of Support Worker roles Clear Links may provide: Assistive Technology Trainer, Communication Support Worker, Manual/ Specialist Notetaker, Practical Support Assistant. For more details about any of these roles, please contact the DSA/SEN Coordinator on 0151 353 4444 (Ext: 5920).

If a student declares this at a later date, please contact
DSA/SEN Coordinator
matt.wilson@hughbaird.ac.uk
0151 353 4444 (Ext. 5920)

The DSA/SEN Coordinator will provide advice and guidance and may recommend the student applies for DSA, which can still be applied for at a later date.

Appendix 2

Guidelines for Students on the Audio Recording of Lectures

1. The University Centre recognises that there may be occasions when a student might wish to record a lecture. These guidelines set out the conditions under which recordings may be made and apply to all students wishing to record a lecture, whether or not the reason is connected with a disability.
2. It is a presumption of these guidelines that students who record lectures have a genuine learning need to do so and that they will only use the recordings for study purposes.
3. In all instances where recordings of lectures are made, the following requirements apply:
 - any recording made is for the sole use of the student for study purposes. It must not be conveyed to any other person by any means whatever, other than for transcription purposes;
 - the ownership of the information contained within the recording remains at all times with the lecturer, the University Centre and any others connected with the content. It does not pass to the student making the recording;
 - any recording made must be destroyed by the student once its purpose has been met. This will always be before the student leaves the University and shall normally be by the end of the semester in which the recording is made;
 - the recording method employed must be discreet and not intrusive with regard to other participants in the lecture;
 - recording a lecture is not a substitute for attendance. The student must be present to record the event unless the lecturer responsible has given permission for a recording to be made in the student's absence;
 - whilst permission to record will not normally be refused, in order to comply with licensing, Intellectual Property Rights or other conditions imposed by third party owners of material to be presented in the lecture, recording of lectures may not always be possible. Where this is the case, the lecturer should advise all students of the fact at the beginning of the lecture and may be approached for access to the material concerned in an alternative format. Such an alternative will be provided where feasible and deemed to be a reasonable adjustment for disabled students;
4. Failure to comply with the Policy on Recording Lectures and the Guidelines for Students on the Audio Recording of Lectures (for example by communicating a recording of a lecture to others without appropriate authority) will be regarded as a disciplinary matter.

5. The making of recordings should be regarded by lecturers as a learning aid for students. It is presumed that lecturers will normally grant permission to record lectures except where third party or clinically or commercially sensitive material is to be used, or where further recording is expressly forbidden or inappropriate. Where there is third party material which cannot be recorded, it may be practical to grant permission to record that part of the lecture where such material is not in use. Disabled students should be given access to any licensed, clinical or commercially sensitive material in an alternative and appropriate format where this is feasible and deemed to be a reasonable adjustment.
6. When permission to record a lecture is refused it is expected that the reason(s) for refusal will be communicated to the students requesting permission.
7. Students may be asked to turn off their recording device when other students do not want their personal contribution recorded. Potential conflicts arising from other students not wishing to be recorded should be handled as sensitively as possible by the lecturer, whilst acknowledging that allowing a disabled student to record a lecture may be considered a reasonable adjustment, and providing alternative access to the lecture material in such situations will be required. It is expected that the lecturer would not draw attention to the reason for the recording being made.

Appendix 3: Agreement for Recording of Lectures

Name of Student:	Student ID.:
Course:	Faculty:
Confirmed recommendation from Needs Assessment:	
Yes <input type="checkbox"/> No <input type="checkbox"/>	Signed..... DSA Co-Ordinator

I understand that:

- The recording must be used only for my personal study
- The recording must not be reproduced or passed to anyone else except by authorised transcribers for transcription purposes
- The copyright of the lecture remains with the College
- The confidential level of each lecture should be respected
- Detail from the lecture should not be used out of context
- The recording will be destroyed upon completion of this course
- The audio recording must not include other students attending the lecture
- The recording will not be stored in any public domain or shared drive that can be accessed by a third party (See particularly College Social Media Policy)

Signed.....	Date.....
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