

Learner Support Policy

Harper Adams' Learner Support Service aims to provide a supportive, constructive and well co-ordinated level of service provision for all students. The Service aims to enable students to take control of their own learning and to develop them as independent learners and provide a service that aims to remove barriers to participation for all students, regardless of disability.

Any student who has notified the University College of a disability or a specific learning difficulty will be contacted and encouraged to make an appointment to see the Learner Support Co-ordinator.

The Learner Support Service carries out induction screening for all new entrants to Harper Adams University College. Students whose results indicate that learning support might be appropriate are contacted by the Learner Support Team and, with the student's consent, arrangements made to undergo a dyslexia screening test.

All information concerning a student's disability or learning support needs are treated in confidence and will not be disclosed to others without the student's consent, although the student will be encouraged to disclose such information and will be made aware of the implications of non-disclosure. [Harper Adams University College Disclosure and Confidentiality Statement](#) can provide more information concerning the disclosure of information.

If a student has a disability or specific learning difficulty the following service and support provision may be appropriate in meeting their needs:

- Adapted residential accommodation
- Reserved parking for students with disabilities
- Accessible toilet facilities
- Wheelchair ramps
- Induction loops
- Mobile hearing loops and microphones
- Accessible Learning Resource Centre
- Accessible Sports Hall/Gymnasium
- New fully accessible teaching block
- An on-site University Doctor, Careers Service, Counselling Service and Chaplaincy
- Allocation of Personal Tutors
- A commitment to fully accessible VLE and web content
- Disability Awareness training for all staff
- Provision of note-takers, scribes, readers and networked screen reading assistive technology (eg. TextHelp Read & Write)
- Provision of lip speakers and interpreters
- Access to braille facilities
- Access to enabling software (for screen-reading, mind-mapping and voice recognition) and typing software

- Loan of laptop computers, dictaphones, spell checkers and reading pens
- Qualified dyslexia learning support tutors providing individual support
- Study skills workshops (available for all students)
- Dyslexia screening and assessment
- Arrangement for assessment of needs through the National Association of Assessment centres (NACC)
- Revised examination arrangements, as appropriate (e.g. extra time, amanuensis, use of P.C., enabling software, etc.)
- Assistance with the Disabled Students' Allowance (DSA) application

Studying & Assessment

Harper Adams University College is committed to developing the skills of individuals so that they realise their full potential by supporting the personal, academic and professional development of all members of the College community (Harper Adams strategic Plan, 2005-10). In supporting this commitment, Harper Adams has a Learning, Teaching & Assessment Policy for Students with Disabilities and Guidance for Staff, Students and Applicants which has been approved by the Academic Board to inform students, applicants and staff when considering inclusive and reasonable adjustments for disabled students in both studying and assessment.

The aforementioned policy should be read in conjunction with others relating to the support of disabled applicants and students. Such policies include the Admissions, Web & elearning accessibility, Careers and Placement. These policies are available from the Intranet - Learning, Teaching & Student Support/Learner Support.

On receipt of a student's assessment of needs, or on receipt of other appropriate evidence, relevant reasonable adjustment will be instigated to enable the student to fully benefit from all aspects of the institution's learning community.

The support offered will depend on an individual student's needs. For further information and guidance or to discuss your support needs or any concerns you may have, please contact:
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