

[Learning Support Plan Terms Explained](#)

Explanation of terms used in Learning Support Plans.

Wherever appropriate, the University of Lincoln's Disability Service provides Learning Support Plans which request specific types of support that should be afforded by the University, or Placement Providers, to meet the needs of individual students.

This document seeks to provide staff and tutors with a more detailed explanation of the briefly phrased requests that may be included in those memorandums. Each request is a reasonable adjustment¹ to ensure that the individual student does not experience barriers to their learning.

Explanations are numerically arranged on the following pages, in accordance with the index shown below:

1. Please permit augmented note-taking (e.g. audio recording of lectures).

Staff should permit the named student to record/type lectures and seminars. These recordings may supplement or wholly replace their written notes. Additionally, detailed verbal descriptions of information displayed on whiteboards and OHPs should be given in order that they may be recorded. When answering questions from the floor, it is essential to repeat the question for the benefit of the recorder.

2. Please try to provide lecture note copies, either online or in print.

Wherever possible, staff should provide the named student with printed or online copies of their lecture notes and OHPs before the start of each class, or ensure that such learning materials are available on the University's Virtual Learning Environment (e.g. Blackboard, etc.) so that they can be accessed remotely.

It would also be beneficial if the spellings of new or unfamiliar words could be incorporated into any such lecture or OHP notes.

For students with dyslexia, their ability to simulate information during lectures, especially when trying to take notes, can be particularly difficult. When staff provide course notes or handouts beforehand, this enables students to familiarise themselves with the general content and vocabulary for the lecture. This also reduces the additional effort a student with dyslexia must invest in comparison to their non dyslexic peers in understanding the lecture, thus enabling them to more critically focus on the content.

M1. Wherever possible, staff should provide the named student with printed or online copies of their lecture notes before the start of each class, or ensure that such learning materials are available on the University's Virtual Learning Environment Moodle) so that they can be accessed remotely.

3. Please allow non-medical helper to accompany student (e.g. note taker).

A non-medical helper has been recommended to assist in lectures/seminars/workshops; ie. a note taker, BSL interpreter, etc. It is asked that staff make this person welcome and provide good verbal descriptions of materials as they are unlikely to be familiar with the subject.

4. Please arrange rooms to facilitate disability (e.g. to aid lip-reader or wheelchair accessibility) and where available make use of PA Systems.

Staff should be prepared to arrange the seating of the room in a horseshoe shape so that Deaf/hearing impaired students may see the face of every other member of the group. They should request that participants raise a hand to indicate when they are about to speak.

Where PA systems exist staff should make use of them to support communication.

Furniture in teaching rooms should be arranged so that access for wheelchair users is not impeded and they have sufficient room to manoeuvre.

5. If audio/visual material used, please provide subtitles/transcripts.

If videos are to be used in lectures/seminars they should be subtitled wherever possible, or transcripts provided to the student; additionally staff should provide the student with the opportunity to view the video/DVD in advance of the seminar/lecture.

When audio materials are to be used in lectures/seminars, wherever possible staff should provide transcripts. Staff should also give the student and his/ her Interpreter advanced notification that such materials are to be used.

11. Where requested, please check student's personal subject-glossaries.

The inclusion of this request indicates that the named student experiences difficulty with the spelling or meaning of specific words, notably words that are relevant to their chosen subject. Thus, it is recommended that staff be prepared to check for accuracy any lists and glossaries that the student creates.

Where asked, it would also be considered beneficial if lecturers would spend a few moments dictating, into the student's digital recorder, the correct pronunciation of any words that the student has difficulty pronouncing.

When introducing to a class any new subject term or phrase, tutors are recommended to write out the new words and provide a definition. Additionally, the course handbook could provide a written glossary of terms that will be used.

12. Where possible, please provide step-by-step instructions, if student requests.

The inclusion of this request indicates that the named student would benefit from written instructions where new and relatively complex hardware/software/procedures must be learned. Staff are requested to allow the student some extra time to assimilate the instructions, and to consider monitoring their progress.

13. To reduce discomfort, please let student stand/stretch in lectures/seminars.

Staff should permit the student to stand and stretch in lectures/seminars to alleviate some of the discomfort he/she experiences whilst sitting for prolonged periods.

14. Disability related absences, or lateness to please be viewed sympathetically.

Absences from lectures and seminars, or lateness, that occur as a result of the named student's condition should be viewed sympathetically. Staff should endeavour to enable the student, upon their return, to 'catch up' on any information or studies that they missed as a result of their enforced absence. Please note students have to follow the process for informing the College of their absence using the Attendance Monitoring procedure. Having a Learning Support Plan is not an entitlement for absence.

15. Student may have a tendency to lose their concentration, or appear to not be paying attention. This is as a result of their condition, please make allowances for this.

Teaching staff should be aware that during lectures and seminars the student might have a tendency to lose his/her concentration, or appear not to be paying attention. This reaction is a result of their condition and should not be interpreted as a lack of interest or ignorance.

16. Student has been advised to speak with their Disability Advisor regarding the possibility of further non-medical help support (e.g. manual note taker, examination support worker)

17. Tutors are asked to give advance warning of any lecture cancellations (etc), where possible, to reduce student's anxiety from changes to routine.

Please provide the student with as much advanced warning as possible regarding any lecture cancellations etc.

18. Tutors to allow student to use a Conversor or similar aid to hearing in classes etc.

Please permit the student to use a Conversor or similar aid in order to allow the student to be able to hear in classes etc.

19. Student should use Audio Induction Loop (Please make sure academics/school admin are aware that student must be in timetabled rooms where one is available).

Please check with timetabling that the rooms have an Audio Induction loop for students with a hearing impairment.

20. Where possible, please leave written notes up on board so that student may stay behind afterwards if necessary.

Ensure that any additional written notes are left up long enough for the student to note them all down. If PowerPoint presentations are used, staff are encouraged to provide copies of these.

21. Intrusive and repetitive thoughts may impact on how the student presents themselves.

Please be discrete if a student's behaviour seems unusual, but if there is any major concern, please contact the Student Wellbeing Centre.

24. If the student is required to sign a register to confirm attendance and is unable to do so, they should request help from an academic or appropriate member of staff.

Please ensure a suitable solution can be agreed upon between the named student and their school in addition to making sure all school staff supporting the student are aware of the arrangement.

25. Please try to ensure you are facing the student at all times. This is to aid the student when lip-reading.

When delivering taught sessions, please ensure allowances are made for the purpose of lip-reading.

26. Please try not to cover your face/mouth with your hands when speaking. This is to aid the student when lip reading.

When delivering taught sessions, please ensure the face/mouth is not covered to allow for lip reading.

27. If the student is using a BSL interpreter, please try not to walk between the student and the interpreter when teaching.

Please ensure visual contact between the student and the interpreter is not interrupted.

28. Please try to keep background noise to a minimum.

When delivering taught sessions, please try to keep background noise to a minimum.

29. Please try not to speak too quickly and be clear and concise in your instructions/explanations.

When delivering taught sessions, please maintain clear and concise communication whilst the student is in attendance.

30. Please ensure there is plenty of light in the room. This is to aid the student when lip-reading

When delivering taught sessions, please ensure the room is sufficiently lit to allow visual contact with the academic to be maintained without difficulty.

31. The student can speak with the enquiries desk in the Library to ask a member of staff to assist them with collecting books

The student is advised to speak with Library staff about how to access assistance with collecting books.

32. The Student can reserve items on shelves in the Library and the Library staff will pick them for the student to collect from the reservations area

The student is advised to contact Library staff to ask how they can reserve books for Library staff to collect for them. They will then be able to collect the books from the reservation area the following day.

33. Please allow the student to nominate a friend or colleague to collect their books for them

The student is advised to inform the Library of one other person who will be able to collect books from the Library on their behalf.

34. Please permit student to access books via post from the Library (only in extreme circumstances)

The student is advised to speak with the Library about how they can access books by post.

35. The student has been provided with information about Academic Writing Support, Academic Subject Librarians and MASH. They have been advised to access these services if they need them.

Student has discussed the above support with the Student Wellbeing Centre. If they are unsure with regard to accessing these services, the student should come back to the Student Wellbeing Centre or look on the Library website for further information: <http://library.lincoln.ac.uk/>

36. Student is advised to speak with Library staff about how to use accessible text service

Where asked by the named student, please ensure support is provided to the student when attempting to access electronic versions of Library materials.

37. Please check essay plans or fully explain assignments, if student requests.

Where the named student has difficulty interpreting the meaning of questions, the Student Wellbeing Centre may request that staff should endeavour to check any essay plans produced by the student, or explain to the student exactly what they require for a given coursework assignment.

38. Please view deadline extension requests sympathetically.

If a student's disability negatively affects their ability to comply with deadlines, the Student Wellbeing Centre will recommend that tutors should view, sympathetically, any request by the student for time extensions to assignment submission dates.

Extensions should only be awarded when it is clear that:

- A strict compliance with a deadline will actually disadvantage the student;
- It will not lead compound the situation.
- The Student can demonstrate they have commenced the piece of work.

39. Please view verbal feedback requests by student sympathetically.

Where asked by the named student, it would be considered beneficial if tutors would spend a few moments providing a verbal explanation of any written feedback comments. It may be of further benefit for tutors to consider dictating their feedback explanations into the student's digital recorder, where applicable. For students with a specific learning disability (e.g. dyslexia) who find written comments complex or difficult to decipher, such discussion may provide an understanding that can enhance the effectiveness of the tutor's feedback.

41. Tutors asked to give task guidance in clear, unambiguous language, and to ensure student is absolutely clear from the start about any task.

Please ensure that each task is clear to the student from the start. Please ensure that students are monitored when working in groups in order to minimise the student's anxiety about working with others.

42. Tutors asked to monitor group tasks involving student, to reduce student's anxiety about working with others.

Please ensure that students are monitored when working in groups in order to minimise the student's anxiety about working with others.

43. Tutors to be aware that student may not voice any concerns about tasks, group work etc. Student may internalise concerns and seem withdrawn.

Please ensure that all tasks are explained clearly and that students are monitored when completing group tasks in order to minimise any concerns the student may have.

44. Obsessive behaviours can have an impact on the time it takes the student to complete their work

Please be sympathetic towards deadline extension requests, and be aware that the student may take longer to complete work in seminars.

45. No examinations. Student has been advised to contact Student Wellbeing should this change.

It is understood that the student's course contains no formal examinations. However, if this should change, the student has been advised to contact the Student Wellbeing Centre at the earliest opportunity.

The student should be permitted to use the services of any recommended non-medical helper such as an amanuensis, scribe or reader.

M2. If the student requires any adjustments for the objective structured clinical examination (OSCE) then they will need to apply for any adjustments via the General Medical Council and will need to submit medical evidence why adjustments are required. Some adjustments that have been allowed in the past are around the setup of the room to accommodate any physical disabilities and allowing students to access the room prior to the exam to ensure they can access the work stations. For students with dyslexia they may be able to have the printed material on coloured paper or a certain font. Student wellbeing are unable to recommend any adjustments.

46. The student does have exams but does not require support at this time. Student advised to contact Student Wellbeing should this change.

The student has exams but does not require additional support at this time. The student has been advised to contact the Student Wellbeing Centre if their needs are to change.

47. Extra time (extra additional time to be arranged with JS)

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

48. Extra time, smaller room, PC with textHELP (textHELP only for extreme cases) (not for Pharmacy)

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a smaller room away from the main cohort.

The student should be permitted to type examinations using a computer and word-processor with spell-checker and TextHelp Assistive Software.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

49. Extra time and separate room (prior approval from JS needed).

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a separate room to other students.

51. Extra time, separate room, NMH. (NMH = scribe only for Pharmacy)

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a separate room to other students.

The student should be permitted to use the services of any recommended non-medical helper such as an amanuensis, scribe or reader.

52. Extra time, separate room, NMH, PC. (NMH = scribe only for Pharmacy)

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a separate room to other students.

The student should be permitted to use the services of any recommended non-medical helper such as an amanuensis, scribe or reader.

The student should be permitted to type examinations using a computer and word-processor with spell-checker and TextHelp/ClaroRead Assistive Software.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

53. Extra time and PC.

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student should be permitted to type examinations using a computer and word-processor with spell-checker. The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software.

The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

54. Extra time, PC, Separate room (prior approval from JS needed).

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student should be permitted to type examinations using a computer and word-processor with spell-checker. The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

The student is permitted to undertake their assessments / examinations in a separate room to other students.

55. Extra time, PC, Separate room, Dragon (Dragon only for extreme circumstances).

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student should be permitted to type examinations using a computer and word-processor with spell-checker and Dragon Assistive Software.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

The student is permitted to undertake their assessments / examinations in a separate room to other students.

56. Invigilator should visually confirm start-finish times to student.

Ensure that the student is visually made aware of the start and finish times of exams.

57. Additional requirements CCTV, FONT, CALCULATOR, OPERATOR'S CHAIR ETC.

Any additional requirements for exam support for a student will be detailed in this section, for example ergonomic requirements, such as an Operator's chair etc.

58. No examinations. Student has been advised to contact Student Wellbeing should this change.

It is understood that the student's course contains no formal examinations. However, if this should change, the student has been advised to contact the Student Wellbeing Centre at the earliest opportunity.

The student has also been advised to check course handbooks (etc) to ensure that examinations are not scheduled.

59. The student does have exams but does not require support at this time. Student advised to contact Student Wellbeing should this change.

The student has exams but does not require additional support at this time. The student has been advised to contact the Student Wellbeing Centre if their needs are to change.

M3. If the student requires any adjustments for the objective structured clinical examination (OSCE) then they will need to apply for any adjustments via the General Medical Council and will need to submit medical evidence why adjustments are required. Some adjustments that have been allowed in the past are around the setup of the room to accommodate any physical disabilities and allowing students to access the room prior to the exam to ensure they can access the work stations. For students with dyslexia they may be able to have the printed material on coloured paper or a certain font. Student wellbeing are unable to recommend any adjustments.

60. Extra time (extra additional time to be arranged with JS)

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

61. Extra time, smaller room, PC with textHELP (textHELP only for extreme cases)

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a smaller room away from the main cohort.

The student should be permitted to type examinations using a computer and word-processor with spell-checker and TextHelp Assistive Software.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

62. Extra time and separate room (prior approval from JS needed).

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a separate room to other students.

63. Extra time, separate room, NMH.

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a separate room to other students

The student should be permitted to use the services of any recommended non-medical helper such as an amanuensis, scribe or reader.

64. Extra time, separate room, NMH, PC.

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student is permitted to undertake their assessments / examinations in a separate room to other students.

The student should be permitted to use the services of any recommended non-medical helper such as an amanuensis, scribe or reader.

The student should be permitted to type examinations using a computer and word-processor with spell-checker and TextHelp/ClaroRead Assistive Software.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their

ability to produce hand written answers to a point where word-processing is the most appropriate option.

65. Extra time and PC.

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student should be permitted to type examinations using a computer and word-processor with spell-checker.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

66. Extra time, PC, Separate room (prior approval from JS needed).

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student should be permitted to type examinations using a computer and word-processor with spell-checker.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

The student is permitted to undertake their assessments / examinations in a separate room to other students.

67. Extra time, PC, Separate room, Dragon (Dragon only for extreme circumstances).

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

The student should be permitted to type examinations using a computer and word-processor with spell-checker and Dragon Assistive Software.

The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software. The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

The student is permitted to undertake their assessments / examinations in a separate room to other students.

68. Additional requirements CCTV, FONT, CALCULATOR, OPERATOR'S CHAIR ETC.

Any additional requirements for exam support for a student will be detailed in this section, for example ergonomic requirements, such as an Operator's chair etc.

69. The student does have placements but does not require support at this time. Student advised to contact Student Wellbeing should this change.

The student does not require any additional support at this time however has been advised to make contact with the Student Wellbeing Centre should this change.

70. Where possible, please allow student to use TextHelp Read and Write. This has been provided to the student on a USB stick. This will allow the student to proof read their own work and have information read back to them.

This requests permission for a student to use supportive software that enables the student to more effectively assimilate and learn new textual information, or to produce word processed output.

Where possible, if requested, please allow the student to use their own laptop for convenience. Usually, this will only require access to a mains power supply. Rarely, and subject to the placement provider's explicit agreement, internet provision may be requested.

71. The student has been advised to check on the placement settings allowances for use of their own digital recorder. The student has been instructed to ensure they do not breach the settings Data Protection and Confidentiality procedures and policies.

This requests permission for a student to use their personal, hand-held digital audio recorder to record placement meetings, or information, etc., which they would otherwise find difficult to recall later. Any agreed recording will be open and 'transparent, and no covert recordings are requested.

Any recording is to be used only for educational purposes. This request is not expected to extend to conversations conducted with the placement's clients.

73. Additional time and if required assistance with proof reading (via the student's TextHELP USB) essential placement based information only i.e. Court reports, emails to professional bodies and policies.

This requests permission for a student to use TextHELP to proof-read any important documents produced by the student on behalf of the placement provider. This is to ensure that such documents are of a standard and quality that will not reflect negatively upon the placement when read or used by any recipient third parties.

74. Please provide step-by-step instructions.

Sometimes, a student may have difficulty remembering verbal instructions on the use of say, new equipment or software. Thus, if requested by the student, staff are asked to provide written, step-by-step instructions that the student can refer to.

Again, if requested by the student, staff are asked to allow the student extra time to fully learn how to use any new equipment or software (etc) used on the placement. Staff are suggested to consider regularly checking their progress.

75. Overnight accommodation for placements that are a significant distance from the student's own accommodation (NURSING ONLY).

This is dependent on the student's needs and if necessary will be discussed with the placement co-ordinator prior to placement.

76. Please try to ensure appropriate access – (e.g. lift or ground floor accommodation)

This request indicates where a student has a disability that precludes them from using stairs. On rare occasions, it may be used where a student is unable to use both lifts and stairs.

77. Ergonomic requirements – desk, seating etc. Student has been made aware that if they have been recommended an ergonomic seat through their Disabled Students' Allowance scheme; it is their responsibility to ensure they can take this to their placement setting.

This requests permission for a student to make use of supportive seating and / or employ a range of ergonomic aids that provide them with an ergonomically sound working environment. Portable items (e.g. a coccyx cushion) will usually be provided by the student. However, where heavier items (e.g. a desk suited to a wheelchair user, a supportive chair) are required, discussions may need to take place between all relevant parties.

78. Travel issues – Car parking requirements, placement within area that student lives. Student cannot drive so placements whereby home visits are limited etc.

This will indicate that a student has a disability-related need to use their own transport to travel to and from the placement, or its ancillaries and outreach environments. It is requested that car parking be made available wherever possible.

79. Staff to please be aware of disability-related absences (e.g. hospital visits)

The placement should be made aware that the student may have occasionally be unable to attend their placement due to reasons linked to their disability (e.g. hospital visits, flare-up in their condition). The student should, on every possible occasion, inform the placement provider in advance of any planned absence.

80. Where requested, please allow additional rest breaks – e.g. to administer medication.

This requests permission for a student to take disability-related rest-breaks as and when necessary. This may, for example, be to administer prescribed medication, or to maintain a prescribed diet.

The student is expected to discuss the likely frequency of any known breaks, although some conditions may require 'immediate' breaks that provide little or no warning to the student.

82. Tutor's/staff attention is drawn to any medical attention or emergency procedures.

This will be applied where a student has disclosed in advance what procedures should take place if they experience any 'flare up' in their disability. Without this awareness, staff and colleagues may otherwise be unsure what to do 'for the best'.

For example, a student with epilepsy may simply require 'watching over' if they have an episode, and may not need anyone to call an ambulance.

Additional explanations of terms used in Carers Learning Support Plans.

6a. Carer-related absences, or lateness, to please be viewed sympathetically.

Absences from lectures and seminars, or lateness, that occur as a result of a student's caring responsibility should be viewed sympathetically. Staff should endeavour to enable the student, upon their return, to 'catch up' on any information or studies that they missed as a result of their enforced absence. Please note students have to follow the process for informing the College of their absence using the Attendance Monitoring procedure. Having a Learning Support Plan is not an entitlement for absence.

10a. Please allow student access to their mobile phones as well as leaving discreetly if required.

Student may have to be contactable from the cared for, so would need access to their mobile phone at any given time, as this may be the quickest and easiest way of gaining contact. Please allow the student to have their phone visible (on silent) during lectures/ seminars in order to pick up any necessary calls or messages. If the student has to leave the room either for a short period or leave altogether please allow them do so without drawing attention to this.

11a. Where practically possible, for timetabling to allow later in the day sessions (if option is available).

If a student has caring responsibilities that extend to the early mornings, it may not always be possible for a student to attend early seminars, or possibly arrive late. If there are repeated seminars at different times of the day, where possible could arrangements be made to facilitate the student to attend a later session. The student is aware that core modules and lectures that are programmed for the whole cohort cannot be changed.

25a. Travel issues – Car parking requirements, placement within area that student lives. Student cannot drive so placements whereby home visits are limited etc.

This will indicate that a student has a caring responsibilities and need to use their own transport to travel to and from the placement, or its ancillaries and outreach environments. It is requested that car parking be made available wherever possible. They may also need a placement that is close to home and requires little traveling, as their caring responsibilities are at home and require them to be away from home as little as possible. Student is aware they need to speak to their placement coordinator to highlight this.

26a. Staff to please be aware of carer-related absences (e.g. hospital visits).

The placement should be made aware that the student may have occasionally be unable to attend their placement due to reasons linked to their caring responsibilities (e.g. hospital visits for cared

for). The student should, on every possible occasion, inform the placement provider in advance of any planned absence.

27a. Where requested, please allow additional rest breaks – e.g. to check in with cared for

This requests permission for a student to take carer-related rest-breaks as and when necessary. This may, for example, to check in with the carer for via phone or message for medication prompts, safety etc.

The student is expected to discuss the likely frequency of any known breaks, although in emergency situations there may be little or no warning from the student.

Research only LSP definitions

30. Extra time should be allowed to answer questions

Where a student's disability affects their ability to understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

31. During VIVA, please allow any non-medical help to accompany student (e.g. interpreter)

A non-medical helper has been recommended to assist during VIVA, BSL interpreter, etc. It is asked that staff make this person welcome and provide good verbal descriptions of materials as they are unlikely to be familiar with the subject.

32. Please allow student to have short breaks during VIVA if required

Student may require rest breaks as the student might have a tendency to lose his/her concentration, or appear distressed. This reaction is a result of their condition and a rest break should be given to allow student to recuperate.

33. Access to pen and paper in order to make brief notes on questions asked

Due to the student's condition, they may find it difficult to retain information verbally given and find it easier to interpret visually. Allowing access to written material is advised.

34. Examiners should be clear and direct with questions. Examiners can expect students will ask them to rephrase their questions if these are not clear.

Where the named student has difficulty interpreting the meaning of questions, the Student Wellbeing Centre may request that staff should endeavour to repeat or rephrase the questions given for the student to better understand what is being asked of them.