

A GUIDE TO PASS PLANS FOR ACADEMICS



Student
Wellbeing
Centre



What is a Personalised Academic Study Support (PASS) plan?

Wherever appropriate, the University of Lincoln's Wellbeing Centre provides Personalised Academic Study Support (PASS) plans which request specific types of support that should be afforded by the University to meet the needs of individual students. A PASS plan may be created for students who can evidence a diagnosed disability/condition.

The PASS is a document for the student, school and library which details recommended academic support for specific areas, including examination requirements due to how the student's condition affects their ability to carry out day-to-day activities and impacts their ability to fully engage with academic studies.

A PASS plan does not automatically approve or allow mitigating circumstances and a PASS plan is not used for granting extensions.

If a student is asking for an extension this must be discussed with the school.

What evidence is needed for a PASS?

For a student to be eligible for a PASS plan they must be able to provide formal evidence to the Student Wellbeing Centre. Should you speak to a student regarding PASS plans, please let them know that evidence of their condition will be required and that they can contact us for further information regarding this.

Evidence which we accept should be from a professional i.e. a Doctor, Educational Psychologist, Clinic Specialist etc. All evidence should be provided by the student, Student Wellbeing will not be able to contact any professionals.

Who can have a PASS?

A student can have a PASS if they have a condition that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities (this includes study-related activities).

'Substantial' is more than minor- e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means that it may well last for 12 months or more, although conditions where the impact fluctuates, for example depression or ME, are also to be recognised.

A student may have a PASS for:

- Dyslexia/Dyscalculia/Dyspraxia/Dysgraphia/Specific Learning Difference
- Autism/Asperger's
- ADHD
- Physical Disability i.e. Hypermobility, Wheelchair user, IBS etc.
- Visual/Hearing impairment
- Mental Health condition
- Long standing /unseen condition i.e. Heart/Kidney condition, Cancer, Diabetes, Epilepsy, Asthma, Chronic Fatigue/Pain, Fibromyalgia, Stroke etc..

A student may also have a PASS if they are a carer.

We cannot create a PASS plan for student's with any short-term injury or illness, such as a broken bone.



Alternative forms of assessment.

The PASS plans have been updated to incorporate an "Alternative Forms of Assessment" section. The Student Wellbeing Centre may identify that a student has difficulties with alternative forms of assessment e.g. presentations. The Student Wellbeing Centre cannot dictate and decide adjustments for alternative forms of assessments as the marking and needs etc. of each course/school are different and therefore must be decided by academic staff.

It is encouraged in the PASS that academic staff and students communicate in relation to these, if a student requires changes to how they are assessed, for example presentations, they need to discuss these with their tutor.

Sharing of PASS plans.

All PASS plans upon completion are sent as a PDF to the student, school PASS Sharepoint and the Library.

It is the responsibility of the school to manage their PASS Sharepoint so that staff have access to student PASS plans. In some cases, school admin manage these and in other cases tutors have access as well as administrative staff. Please liaise within your team if you are unsure.



PASS terms explained.

The Student Wellbeing Centre have a document which 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 adjustment to ensure that the individual student does not experience barriers to their learning.

Staff can access the "PASS Plan Support Terms Explained" by [clicking here](#).

Supporting students - information for schools.

For further information on supporting students with a Personalised Academic Study Support plan, we have a number of support guides for staff on our website which include some suggested strategies, including general and teaching strategies, for those involved in teaching and mentoring students with various diagnoses. It is worth noting that as students can often have more than one diagnosis multiple guides may be relevant for supporting these students.

Guides on the website include supporting students with:

- Visual impairments
- Hearing impairments
- Mental Health concerns
- ADHD
- Autism
- Learning Differences
- Medical needs

[Click here to go to this part of the Student Services website.](#)



PASS guide for academics.

If you have any questions or would like advice, please contact Student Wellbeing via the below details.

 studentwellbeing@lincoln.ac.uk

 01522 886400

Example PASS plan



Personal Academic Study Support

Student Wellbeing Centre



Student Details



Student Name

Student ID

College

School

Programme

Diagnosis

College Of Arts

Lincoln School Of Film And Media

Ba (Hons) Media Production

has diagnoses of Spastic Cerebral Palsy, Autism Spectrum Disorder, Scoliosis, Brain Injury, Chronic Constipation, Cortical Visual Impairment and Patella Alta.

This affects this student in these ways

has sensory sensitivity particularly related to noise and if he is stressed, will hear high pitched sounds that are inaudible or not a problem to others. Various factors can cause to feel overwhelmed, including change, noise, lots of people making demands of him. is a wheelchair user and also uses crutches. Sitting for long periods can cause discomfort. Significant anxiety related to Autism. can have aggressive outbursts if he feels he is right even if he is proved wrong, if this happens it is best to leave him alone to calm down.

This has a particular affect on their academic study due to

can be obsessive or have a fixed focus, which may impact his approach to written assessments, group work and project work. Interpreting information can be problematic. can be easily distracted and experiences fatigue which can cause him to lose concentration and zone out. Dexterity issues make it difficult to hand write, write at speed, write legibly and type. Struggles with his memory which can cause him to forget deadlines and meetings especially if he has lots on his mind at the time.

Evidence Received

Medical evidence dated 05/06/20217. Needs Assessment Report dated 07/07/21.

PEEP Required

Yes

PEEP In Place

No

Online Learning



• This student has been encouraged to prepare for home study by ensuring they have a private, quiet space and good internet connection to ensure effective online learning.

• During an initial introductory meeting with this student please make them aware of the platforms used most often on their course. This student has been encouraged to practise

with online platforms and their accessibility features prior to learning sessions to ensure effective use. This student has been directed to the following <https://learning.lincoln.ac.uk/learning-lincoln-your/online-learning/> for useful tutorials on the platforms that may be used.

- If not already provided please provide this student with the course outline, list of reading requirements, and copies of all overhead materials, slides and handouts in a variety of formats including an accessible, digital format whenever possible.
- Ensure teaching and learning materials are accessible so that online sessions and remote study can be achieved effectively. Where necessary use the full accessibility features to also aid learning.
- Provide regular check in points and one to one meetings if needed with this student to ensure they feel supported and able to raise any questions or queries they may have.



Lectures, Seminars and Learning Activities

• This student has been directed to their virtual learning environment (VLE) module sites to access their learning material in advance.

- Please allow audio recording of lectures and seminars.
- Please provide step-by-step instructions wherever possible, if student requests.
- This student's condition may affect their concentration.

can be easily distracted, his concentration can wane and he can become fatigued especially after concentrating for prolonged periods of time.

- Please give advance warning of any lecture cancellations to reduce student's anxiety from changes to routine.
- A non-medical helper may accompany this student (e.g. note taker).



Library

• This student needs extra library support.

would need assistance to reach books on the top shelf.

• This student is aware or has been made aware about support available in the library.

Library support discussed including ability to book a library wellbeing session and links provided:

Academic Subject Librarian - <https://guides.library.lincoln.ac.uk/asl>

Writing Development - <https://calendars.library.lincoln.ac.uk/appointments/>

Skills4Study - <https://www.skills4studycampus.com/orglogin.aspx>

Maths And Stats Help - <https://guides.library.lincoln.ac.uk/mash>

• This student has been advised to speak with Library staff about how to use accessible text service.

Consent given

Coursework

• If this student requests please check their assignment plans and/or ensure assignments are fully explained.



- Please view verbal feedback requests by student sympathetically.
- Task guidance to be given in clear and specific language and tutor to ensure student understands fully before starting any task.
- Please monitor group tasks involving student, to reduce student's anxiety about working with others.
- Student encouraged to discuss any extension or extenuating circumstances applications with their personal tutor or module coordinator and encouraged to look at this [link](#).



Exams and In Class Tests

Extra time.



Advice

Please contact Student Wellbeing if there are any queries regarding this PASS Plan by emailing studentwellbeing@lincoln.ac.uk or calling [01522 886400](tel:01522886400).

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Previous strategies that have worked for this student

Scheduling and planning to-do tasks on her calendar helps.

Recommendations for Student

Student advised to make contact with their tutor regarding support and to access the library skills groups

Recommendations for Academic Staff

Please visit this [link](#) to see suggested general and academic tips on how to support this student.

It is recommended that this student's personal tutor arranges a meeting with this student to discuss support.



Diagnosis and Programme Changes

This student has been informed that it is their responsibility to inform us if there are any changes that may affect the requirements on this plan or who needs access to this plan. This includes, but is not limited to, change of programme and/or diagnosis.

Mitigating Circumstances

This student has been informed that it is their responsibility to make full use of any support recommended included within this plan. They have been made aware that if they choose not to use all or part of any support recommended within this plan any subsequent application for mitigating circumstances may be rejected.

Attendance

This student has been informed that as far as practically possible they are expected to attend all their timetabled teaching sessions. They have been made aware of the Student Engagement and Participation Policy and the [link](#) has been provided.

Careers

This plan is designed for university study needs. For recruitment processes and the workplace, different adjustments might be needed. This could include changes to application forms, psychometric tests, interviews, and group activities. Contact the careers service via www.uolcareers.co.uk to learn about your employment rights, recruitment adjustments and to receive 1:1 career support.



Data Protection

Copies of this Personal Academic Study Support document have, where relevant, been sent to representatives at the Library and to School Administrators/Academics via a secure portal

Lincoln School of Film, Media and Journalism.
Any Departmental Administrator is requested to;

1. Maintain a copy of this document in the school's SharePoint folder.
2. Provide notification of the held plan and how it can be accessed, to:
 - the student's Head of Department
 - the relevant academic staff who teach the student
 - the student's Academic Tutor
 - the student's Academic Subject Librarian(s)
 - University technicians who assist the student

To comply with the Data Protection Act, care should be taken to safeguard any information being disclosed to inappropriate recipients. Further measures should be taken to ensure that the report and its recommendations follow the student across all years of study and departments. Compliance with this request will ensure your Faculty has met the legal duties imposed by the Equality Act. If you require any further information or need to discuss the contents of this Personal Academic Study Support document, please do not hesitate in contacting the University of Lincoln's Student Wellbeing Centre.