

# Additional Learning Support (ALS)

A Kaplan guide for clients



## Introduction

Our core values (Act with Integrity, Grow Knowledge, Empower & Support, Create Opportunity, Drive Results Together) define Kaplan Professional UK's (KPUK) culture and provide the framework for what we deliver to our customers and employees each day. We aim to provide an environment which embraces diversity and promotes equality and inclusion in a way which is consistent with these values and which inspires everyone to succeed.

As one team, we are here to make a difference to every learner, to make sure the same career opportunities are available for all learners, and that includes those who need a little more support. We never forget that every learner is different and that we should treat them all as individuals.

At Kaplan, every one of us has a personal part to play in achieving successful outcomes for all our learners. This guide aims to provide guidance on how Kaplan can provide your employees with the right tools, personal support and encouragement to help them onwards to their individual successes whilst studying at Kaplan.



## The Equality Act 2010

The Equality Act calls the arrangements that we need to make as an education provider 'Reasonable Adjustments'. Adjustments might include providing exam papers in alternative formats, provision of a scribe or extra time, or advising on display solutions for screen users. We have a responsibility to provide reasonable adjustments for any learner who has a disability or impairment, health condition or specific learning difficulty, such as dyslexia that may need certain facilities, assistive technology or support services to enable them to make the most of their studies or training. This can include alternative exam or assessment arrangements.

We will as far as possible anticipate and remove any likely barriers to learners with health conditions or impairments. Where that is not possible, reasonable adjustments will be made to overcome those barriers as far as reasonably practicable.

### Reasonable Adjustments

Reasonable Adjustments can apply to:

- (i) the process of admission onto courses
- (ii) the delivery of teaching, consistent with the learning outcomes of a qualification or paper
- (iii) the examination and assessment process and can be made prior to or just after examinations or assessments have been sat.

We try to be as prepared as possible for all our learners' needs, but everybody is unique and sometimes we might not be fully prepared and we'll need to make every potential learner feel welcome while we think on our feet and work with them to try to find a solution.

We ensure that staff are trained to be aware of accessibility needs and we provide them with ongoing CPD to ensure that they are equipped to address any specific needs that learners may have.

Student Service Advisors/Client Managers will advise prospective learners and/or their employers on an appropriate qualification based upon their particular circumstances. The assessment requirements of the qualification and the planned programme of study will be outlined. It will be made clear at the outset if the learner will not be able to meet all the assessment criteria due to any disability, impairment or specific learning difficulty.

Once our advisors have considered what adjustments future or current learners with disabilities or difficulties may need, then appropriate provision can be made. What is reasonable will depend on the individual circumstances, the impact of the disability, cost implications and the practicality and effectiveness of the adjustment.

If the request for reasonable adjustments is approved, the learner will be informed, by email, of the arrangements that can be made. If the request for reasonable adjustments is not approved, the learner will be provided with a reasoned response.

## How to request additional learning support at Kaplan

Additional learning needs should be highlighted during the enrolment process. For apprentices this should be noted on their application form and this will then be discussed with the apprentice during their onboarding call. For fee payers, learners should notify student or client services or complete the ALS form contained within their course confirmation. Once any ALS requirements have been discussed, arrangements will be put in place with the relevant team(s). Kaplan has a dedicated Special Educational Needs Coordinator (SENCO), who works with our students to ensure that their learning needs at Kaplan are met.

## External assessments

In most cases, it is the responsibility of the learner to notify the relevant Awarding Organisation of an additional learning need, which may result in adjustments to the assessment process, including extra time. Learners should be aware of any prior arrangements that they have had for examinations and of their normal way of working. The Awarding Organisation will then notify us of this when exams are booked with the specific institutes. For those studying AAT - requests should be made directly from the learner to Student or Client Services. They will then gather the relevant information from the candidate to send onto AAT to agree the reasonable adjustment

Our Student Experience/CBE team work closely with the Awarding Organisations, to ensure we follow the correct guidelines for Examinations whilst providing support for learners. Each Awarding Organisation will have their own guidelines for this which we recommend learners and their employers consult.

## Internal assessments

For internal assessments which are marked by our marking team we have built in additional time to allow for those learners who have additional time in the actual exam. To apply additional time to e-learning assessments on MyKaplan, learners should contact Student Services.

## Adjustments prior to the exam

Adjustments to exams are called access arrangements. Listed below are some examples of the access arrangements which we may need to put in place for external exams or assessments:

- A learner may need extra time or opportunities to take rest breaks during exams
- If a learner uses assistive technology at all in class (e.g. computer equipment, specialist software, a reader or a scribe) they should be able to use it for their exams
- A learner may need to use a separate room so that they are not disturbed by other candidates, and they do not disturb others
- A learner may need assistance from another person as a prompter, a scribe (amanuensis) or as a reader. Scribes can be a member of our staff (as invigilators), but no one with technical knowledge of the paper as with exam invigilation.

## Adjustments after the exam

**Special consideration** involves procedures that may result in an adjustment to the marks of learners who have not been able to demonstrate attainment because of exceptional circumstances during the examination itself. We treat learners fairly and in accordance with awarding body guidance.

Learners who believe that they were disadvantaged in the examination through circumstances beyond their control – for example, illness during the examination, fire alarm during the examination – may make a request for special consideration. They should ensure that the invigilator records the circumstances and then the centre will complete the necessary Special Consideration Form and submit to the awarding body no later than 14 days after the examination. Again, please refer to each Institute's individual guidance here.

The application should be supported by appropriate evidence, for example, a doctor's letter in the case of illness.

## Types of reasonable adjustment, difficulty and impairment with suggested sources of support

The following guidance provides suggestions on the adjustments that we may make for learners whilst they are studying with us. Given the age of our learners they will be aware of what works for them and what reasonable adjustments have previously been made, so as a rule of thumb we are guided by them as to what they need in order to succeed. We know that every learner is different, and that the support they need with their learning is unique to themselves. We will work with each individual to find solutions to help them to succeed.



## How Kaplan can support

### Help with accessibility and access to accessible facilities

All of our locations:

- Have close access to major transport links.
- Have wheelchair accessible facilities.
- Has a lift if there is more than one floor to access.
- Have DDA compliant washrooms available.
- Some have disabled parking nearby

We also make sure that our classrooms and communal areas are accessible to all, with freedom to move around easily. If needed, we are able to:

- Provide assistance in getting around the centre including facilitating access to washrooms
- Rearrange teaching and assessment rooms to allow wheelchair access or greater mobility
- Provide assistance with note taking
- Arrange use of assistive technology in exams (in accordance with Institute requirements)
- Allow supervised rest breaks during exams
- Provide access to a reader, scribe, or arrange for extra time for assessments.

### Help with sight impairments

We are able to provide adjustments to our printed learning materials:

- Our materials can be produced in a choice of formats, e.g. coloured paper, enlarged text and using coloured overlays.
- All material produced in Word is compatible with text to speech software.
- Texts for ACCA (exc Foundation) and CIMA are produced in flowable e-book format, so learners can use their hand held devices, or their laptops/desktops to adjust the font size to whatever is best for themselves

And we can help with online materials:

- Learners can seek guidance on how to make adjustments based on their device that will aid them, such as contrast, font size and sound.
- Our high contrast online videos offer screen reader support and have accessible controls, including sliders for play head and volume control.
- Our online assessments can be tailored to allow extra time.
- The ICAEW digital materials allow learners to adjust the screen colour and zoom to their preference and use the text to speech or speed reader options.

<p>Helping with hearing impairments</p>	<p>If learners have a hearing impairment, we can provide adjustments so they can hear clearly in class and when using our learning platforms.</p> <ul style="list-style-type: none"> <li>• If they lip read, we'll make sure they are at the front of the class and the tutor looks at them directly.</li> <li>• We can use a variety of diagrams and visuals, and write up any keywords on the screen.</li> <li>• We can provide a lesson plan, notes or handouts prior to the session to look over.</li> <li>• We can provide extra time in mock assessments.</li> <li>• We can provide access to a reader, scribe, extra time with actual examinations (check with Institute).</li> <li>• We'll try to minimise background chatter in class wherever possible.</li> <li>• We'll make learners aware of subtitles and transcriptions where these are available.</li> </ul>
<p>Extra learning support</p>	<p>We can help those who have specific learning difficulties, such as dyslexia, dyscalculia, dyspraxia, autism and Asperger's syndrome. We'll work with learners to find out the best way to support their learning. This might include:</p> <ul style="list-style-type: none"> <li>• 1:1 study support</li> <li>• Specially adapted materials (e.g. often printing on yellow paper works for learners with Dyslexia)</li> <li>• Specialist tuition support, e.g. language skills or numeracy skills</li> <li>• Providing a specific point of contact to seek guidance</li> <li>• Assistance with planning and managing their studies</li> <li>• Providing access to a reader, scribe, extra time with actual examinations</li> <li>• Providing a lesson plan, notes or handouts to the learner prior to the session to look over.</li> </ul> <p>We can also provide extra learning support for a range of other medical conditions, including any mental health issues. These may be short term adjustments, or more permanent. Learners just need to let us know what they need. We can help by:</p> <ul style="list-style-type: none"> <li>• Providing access to session notes and live online recordings when sessions are missed</li> <li>• 1:1 tutor support</li> <li>• Working with them to adjust their programme if they need more time, or a gentler pace of study.</li> <li>• Access to a fridge for any medication</li> <li>• Providing additional time in exams and with supervised rest breaks.</li> </ul>

