



### 2.1.5 Information to learners on Learner Supports available

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## Purpose

The purpose of this procedure is to detail how KWETB ensures that all learners and prospective learners are aware of supports available to them and that processes for accessing supports do not impede access to required supports or delay progress in the learners' course. It also ensures that all applications for support are treated fairly, with consistency and transparency.

## Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision-Second Providers.

## Preamble

FET Provision and FET Provision-Second Providers place a high value on the benefits of lifelong learning, and through its policies, seeks to cater for diversity and include learners from all backgrounds. Learner supports exist to ensure that learners experience ease of access to learning without unnecessary barriers to achievement of their goals. Information about learner supports is published in learner handbooks; on social media and other online platforms accessed regularly by learners and during induction, information and one-to-one meetings with learners.

Learner well-being is at the forefront and centre of all KWETB activity. Learner supports include, for example, digital, literacy, numeracy and study support; guidance and counselling; a complaints procedure; appeals procedures; reasonable accommodations; compassionate considerations; deferrals and exemptions of assessment and support for graduates. Learners can seek supports on accessing their programme, during the programme, or for instances of assessment.



KWETB provide consistency of learner supports across all FET provision and FET Provision-Second Providers. KWETB centres provide support for learners based on obtaining information on supports or basic resources required. These can include a obtaining information indicating that specific support(s) must be given or a self-declared need for support from the learner or where a need is identified by the Learning Practitioner or member of guidance and counselling services or where there is a referral from another agency or agencies.

GDPR policies will be observed at all times. The learner's needs will be met under KWETB's commitment to equality legislation and to their public duty to deliver an inclusive service. Teaching, learning and assessment in KWETB FET services is informed by the principles of Universal Design for Learning (UDL), and staff are encouraged to engage in UDL.

### Procedures – 2.1.5 Information on Learner Supports available

1	<p>Prior to the learner commencing the course, the Co-ordinator/Recruitment Officer should review learner applications to determine the extent of supports required.</p> <p>The Programme Co-ordinator should be aware that there may be applications for learner supports during the duration of the course either by the learner or identified by the Learning Practitioner.</p>
2	<p>The Programme Co-ordinator should inform learners of the ALISS service detailing the supports available, why a learner may need them and how to avail of them.</p> <p>The Programme Co-ordinator may arrange for ALISS service personnel to present to learners to describe the service and its benefits.</p>
3	<p>The Programme Co-ordinator should inform learners of supports available. This should be carried out at Induction and information packs.</p> <p>Information on learner supports should be given in a jargon free manner. It may be given in other languages where appropriate.</p>
4	<p>The Co-ordinator/Recruitment Officer should ensure that information on supports available is available in learner handbooks and also available on social media platforms.</p>
5	<p>The Programme Co-ordinator may arrange for ALISS service personnel to present to learners to describe the service and its benefits.</p>
6	<p>The Programme Co-ordinator should inform learners of how to apply for supports and how to access more information about supports. 2.2.4</p>

7	The Programme Co-ordinator should ensure that learners are informed that applications for support are processed in a timely fashion, with learners receiving a response within an appropriate timeframe.
8	The Programme Co-ordinator should ensure that learners are informed that they have a right to appeal a decision using the relevant Appeal Form.

## Link to other Policies/Procedures

2.1.1	Learner Induction
2.2.1	Guidance and Counselling
2.2.2	Learner Complaints
2.2.3	Learner Appeals
2.2.5	Reasonable Accommodation in Assessment
2.2.6	Compassionate Consideration
2.2.7	Deadlines, short-term extensions and deferrals
2.2.9	Support for Graduates
3.3.4	GDPR Policy

## Resources

Resources	<ul style="list-style-type: none"> <li>• <a href="#">Reasonable Accommodation in Assessment Application and Approval Form</a></li> <li>• <a href="#">Reasonable Accommodation in Assessment Appeal Form</a></li> <li>• An Easy-to-Read Version of the Reasonable Accommodation for FET Provision (tbc)</li> <li>• <a href="#">Application for Compassionate Consideration</a></li> <li>• <a href="#">Compassionate Consideration Appeal Application Form</a></li> </ul>
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