

Jewel & Esk College

Special programmes [DPG18] Guidelines

1 College Statement

The College is committed to delivering high quality education and training. Where appropriate we will provide discrete special programmes that provide learning opportunities for students with additional support needs. Since additional funding is attached to special programme status, such programmes must meet prescribed Scottish Funding Council criteria to qualify.

These Guidelines describes the procedures involved in meeting these criteria and for gaining approval to deliver a special programme.

2 Scope

These Guidelines covers all submissions for special programme status throughout the College.

Anyone wishing to deliver a special programme should follow the procedure set down here.

3 Responsibilities

- The Depute Principal has overall responsibility to approve all programmes, including special programmes designated as DPG18 programmes.
- The Head of Faculty for Integrated Curriculum Services is responsible for providing clarification and guidance to programme teams seeking to meet special programme criteria.
- The Head of Faculty for Integrated Curriculum Services has responsibility for ensuring that current information about special programmes within the College is provided on request to outside bodies and stakeholders e.g. external auditors.
- It is the responsibility of Faculty Heads / Learning Managers/ Curriculum Leaders to ensure that their programmes comply with the prescribed criteria and ensure that all staff implement aspects of special programme criteria for which they are responsible, including completion of Personal Learning and Support Plans.
- Class tutors for special programmes are responsible for completing PLSPs and submitting them to the Learning Manager for Additional Support Needs at the end of the course period.
- The Learning Manager, Additional Support Needs is responsible for collating and storing PLSPs from all faculties for audits and for the duration stipulated by the SFC.

4 Procedure for establishing a special programme:

4.1 To find out if your programme meets the special programme criteria:

- Consult the Scottish Funding Council Guidelines on DPG18 Programmes (Appended)
- Consult the SFC special programme criteria (Appended)
- If necessary make contact with the Head of Faculty of Integrated Curriculum Services or the Learning Manager for Additional Support Needs to discuss how these criteria relate to your programme and any adjustments that need to be made to qualify for special programme status.

4.2 To apply for special programme status:

- Complete approval form [appendix] and Submit form via Depute Principal, including the proposed Personal Learning and Support proforma.
- When approval is given, a copy of the special programmes form is retained by the Learning Manager for Additional Support Needs.

Additional Guidelines: Whilst FE is an Adult Environment, in cases where vulnerable young people or vulnerable adults are facing difficult situations (eg Disciplinary procedures) it may be appropriate to contact a parent, guardian or other named person.

Funding Council Guidelines on DPG18 Programmes

DPG18 programmes

DPG18 programmes are those programmes which are specifically designed to meet the educational needs of discrete groups of students with additional support needs, providing the student meets the definition of persons with 'support needs' in the Further and Higher Education (Scotland) Act 2005 and the college has carried out an assessment of the individual student's educational needs and strengths. In cases where another agency has made an assessment of the student's educational needs, the college must be satisfied that this assessment is sufficient for them to make a judgement of student's suitability for the course.

Each student must be involved as a central figure in all decision-making relating to personal learning and support planning as well as reviews.

DPG18 programmes must be designed to **achieve agreed educational aims and progression.**

These programmes are **only used when the educational needs of the student are best met in a discrete programme and where other provision, even with**

additional support through ELS, is agreed, particularly by the student, to be inappropriate.

Such programmes are usually, but not always, arranged in partnership with other agencies and in some cases may be jointly funded in line with the statutory responsibilities of the partners.

The programme should be detailed in a personal learning and support plan (PLSP) drawn up by the college in agreement with the student as outlined below.

The PLSP provides evidence of the need for ELS or a DPG18 programme. It must be available for inspection and audit. An adequate plan must show evidence:

- **that each student was involved as a central figure in all decision-making relating to personal education and support planning** and has had the opportunity to be supported in this process by parents, a friend or a professional or voluntary worker when appropriate (the date the meeting took place to discuss the student's support needs and who was present must be clearly recorded);
- of each individual student's hopes and aspirations for their educational experience and how the college is aiming to meet these;
- that decisions made on choice of course and support measures required are based on the individual needs and strengths of each student and not assumptions or stereotypes based on disability or other issues like socio-economic factors;
- that each student has 'support needs' as defined by the Further and Higher Education (Scotland) Act 2005 (see paragraph 8 above), the nature of these needs, how they will impact on learning and where relevant include details of support provided by other agencies that are/have been involved with the student;
- that sufficient information has been gathered and/or generated and recorded to determine **clear educational aims and goals and that clear and appropriate pre-entry guidance was given to the student and what that was;**
- **of progress in achieving these educational aims and goals;**
- **that appropriate support measures to support each student's individual needs are put in place**, what these measures are and when claiming ELS for the activity of a student, the colleges must **justify that the service provided to the student is additional to the service the college usually provides to students, that these additional services require material additional expenditure by the college and that the services are directly related to the student's support needs;**
- that a range of professional expertise has been brought to bear on the gathering and generation of information, the evaluation of the information

and formulation of goals and support measures. This could include professional involvement from agencies other than the college;

- that a clear record is kept of both this process and the outcomes of the process in the Personal Learning and Support Plan including clear allocation of responsibility and financial responsibility for the measures identified;
- that the plan is reviewed and revised when appropriate at frequent intervals and at any time at the request of the student and the dates and outcomes of these reviews must be recorded;
- that for students attending DPG18 programmes, it must be demonstrated that mainstream alternatives were properly considered with the student, what these were and why a DPG18 programme was considered to best meet the needs of the student including the student's views on this decision; and
- that confidentiality is respected in this process.

CRITERIA FOR SPECIAL PROGRAMMES [DPG18]

It is not expected that all of the following criteria will be met by programmes applying for DPG18 funding status, but that all criteria will be met as soon as practicable when DPG18 status is awarded.

CRITERIA	CRITERIA EXEMPLIFIED
The target group	Students on the programme will all have identified support needs
The level and flexibility of the curriculum	There should be curriculum levels available that reflect the range of individual student ability within the programme.
General aims of the programme	<p>The general aims of the programme should meet student needs and/or aspirations, and be related to their disability or support needs.</p> <p>Promotional material will refer either directly or indirectly to the 'support needs' of students on the programme, There should be upfront acknowledgement that the aims of the programme are to overcome barriers to learning as well as achieve academic success.</p>
Enhanced guidance and support systems	Support should be built in to the programme, if specialist support is needed this should be planned and negotiated in advance of and in addition to the programme support systems. It is likely that programme staff will work with other agencies pre-entry or on student exit from the programme(i.e. schools, Social Work department), and keep records of contacts made. The staff team should have a shared understanding of the aims of the programme and how student needs are to be met. A common approach is adopted by all staff to meeting student needs through teaching, learning and student support. Ongoing one to one tutorial support or/and extra tutorial time is provided.

<p>Features of the programme designed to meet student need</p>	<p>There is the expectation of an individualised curriculum rather than a set menu. A mix of the following examples might apply to groups or/and individuals; smaller class size/ extra time to achieve units/ elements rewritten to make them more accessible/ alternative formats or assessments to overcome communication difficulties [scribes, verbal etc.]/ modes of attendance geared to student need/ location geared to need/ etc.</p>
<p>Assessments of individual needs. Each student must have a personal learning support plan.</p>	<p>The following are recorded within the Personal Learning Support Plan (PLSP): previous educational experience. Strengths or barriers to learning/ aspirations/ both academic and personal support needs/ preferred learning style/ strategies to overcome barriers/ review plans. Plans should be regularly reviewed, targets met recorded and new targets set. Record of “soft outcomes” should be available for final review and documentation.</p>
<p>Personal Learning and Support Plans</p>	<p>Personal Learning and Support Plans must be approved prior to the start of the course by the Learning Manager, Additional Support Needs. All plans must be submitted to the LM ASN within two weeks of the completion of the course.</p>

INITIAL REQUEST FOR CATEGORY 18 PROGRAMME CLASSIFICATION

Programme title _____ Code _____

Faculty _____ Curriculum Leader _____

General description of student group

Level[s] of Qualification[s] *tick all boxes that apply*

College devised Access 1 Access 2 Access 3

Intermediate 1 Intermediate 2 Higher

General aims of programme

Enhanced guidance and support arrangements

e.g. work with agencies pre-entry and on student exit from programme/ 1 to 1 tutorials or extra tutorial time/ cross curricular activity [core staff team with shared aims]

Features of programme designed to meet student need

e.g. smaller class size/ double staffing/ modes of attendance geared to student need/ location geared to need/ elements rewritten to make them more accessible/ extra time to achieve units/ range of course options within programme/ alternative formats or assessments to overcome communication difficulties

Personal learning and support plan and review process. *Please attach exemplar documentation used.*

Signature of Curriculum Leader _____ date _____

Signature of Head of Faculty _____ date _____

Signature of Depute Principal _____ date _____

(This form to be retained by PA to Depute Principal and copied to Registration)