This document provides some information regarding Teagasc Learner Support procedures. Learner support in this context applies to all further education and training provision provided by Teagasc centres or other centres who deliver Teagasc Programmes whether accredited or unaccredited. Learner support includes support for learning.

An applicant can seek assistance in completing an application to a course by contacting the local centre.

1. Learner support can be availed of by enrolled learners.
   - Anyone seeking support must do so through the local Access Officer or designated support person.
   - Learners can find out the range of resources and services available to them through the following means:
     o Teagasc Prospectus;
     o Learner Handbook;
     o Teagasc Website;
     o College Open Days;
     o Contact with management at colleges or training centres;
     o Engagement with Course Co-ordinators;
     o Designated support person/ mentor;
     o Access Officer.
   - Fair and transparent entry arrangements to all programmes will be provided by Teagasc as outlined in the Teagasc Access, Transfer and Progression Policy.
   - Teagasc will include an indicative "Capacity to Succeed" statement in course information.
   - Teagasc will apply reasonable accommodation principles in all learner support cases.
   - Procedures to support the learner both at entry and when undertaking Teagasc education programmes include:
     o Support with the applications procedure;
     o Needs Assessment meeting with an Access Officer;
     o Site and facility assessment (if applicable);
     o Development of individual Learner Support Plan;
     o Reasonable accommodation and dedicated staff for learners with additional learning needs;
     o Scheduled review and end of course meetings when it assists learning.

2. Quality Assurance Approach
   - All programmes offered will be subject to the core quality assurance processes that underpin all Teagasc programmes.

- Teagasc collaborate with external bodies such as the National Adult Literacy Agency (NALA) and Association of Higher Education and Disability (AHEAD).

3. Programme Design and Delivery Approach
   - Teagasc will endeavour to use Universal Design for Learning (UDL) to support teaching, learning and assessment practices.
   - Teagasc will ensure learners are facilitated in demonstrating that they have achieved the specified learning outcome and academic level of the award as defined by the National Framework of Qualifications (NFQ).

4. Reasonable Accommodations
   - The principle of reasonable accommodation will be used when providing support for learners.
   - Applicants are invited and encouraged to disclose learning requirements as part of the application process or following admission to a programme.
   - An Access Officer will be proactive, but the onus is on the applicant to ensure that contact is made.

Types of learner support available include but are not limited to:
   o Time extensions for theory assessments
   o Writing accommodations including spelling/grammar waiver
   o Access to the supports of a reader or scribe
   o Technological supports such as text to voice/ voice to text facilities
   o Learning materials provided in accessible, electronic formats where appropriate
   o Tutorial support where available.

5. Staff Professional Development
Teagasc will ensure that staff involved in teaching and supporting the learner are appropriately trained and supported. Teagasc will ensure staff are provided with opportunities to develop their knowledge and skills through regular continuous professional development (CPD), internal and external meetings and staff training days.

6. Responsibility of the Learner
Teagasc encourages learners to disclose their learning support requirements during the application process or immediately following enrolment to a programme. Teagasc expect the learner to:
   - Liaise with the Access officer
   - Provide relevant medical information to support the development of individual learning plans

- Commit to attend classes and other scheduled training
- Engage with learner support provisions offered by Teagasc

Failure to disclosure a disability or specific learning difficulty may have a negative impact on learning.

7. Personal Data Protection

Personal data such as health records and educational psychology reports will only be given to relevant Teagasc education staff once the learner has given consent to do so. If a data breach takes place this will be reported to the Teagasc Data Protection Officer (DPO) for investigation. The learner may also report any concerns he/she may have with regard to their personal data and can report a breach to the Teagasc DPO for investigation.

Supporting Documents

Information which guide or assist the learner available on the public website include:

- Student Assistance Programme information
- Maintenance grants
- Link to Learner Handbook
- Teagasc Learning Support Chapter in the Teagasc Quality Assurance Manual (Chapter 7). Link to Teagasc Quality Assurance Manual webpage.