



Additional Learning Support (ALS) Policy

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Linked policies	SWS 7.1 Student Support and Wellbeing Policy; SWS 7.2 Support to Study Policy; SWS 7.4 Safeguarding and Prevent Policy; SLCC 6.8 Attendance and Engagement Policy; Student Support and Experience Framework; Student At Risk and Intervention Framework; PAT Handbook; Academic Regulations; Awarding Partner Regulations and Reasonable Adjustment Guidance
Audience	All enrolled students at UKCBC, academic staff, professional services staff and student support practitioners

1. Purpose

UKCBC is committed to fostering an inclusive learning environment in which students are able to participate fully in academic life and access appropriate support to achieve their academic potential and personal development goals.

This Policy establishes the College's approach to additional learning support, inclusive learning and reasonable adjustments. It sets out the principles through which UKCBC seeks to reduce barriers to participation, promote equitable access to learning opportunities and support students with disabilities, learning differences, long term health conditions, mental health conditions and other additional learning support needs.

The College recognises diversity, neurodiversity and differing learning needs as important aspects of an inclusive academic community. UKCBC therefore adopts an inclusive and student-centred approach that combines proactive support, inclusive learning practices, reasonable adjustments and coordinated intervention arrangements designed to support student engagement, continuation, progression and success.

UKCBC recognises its responsibilities under the Equality Act 2010 to take reasonable steps to reduce barriers affecting disabled students and students with additional learning support needs. The College seeks wherever possible to embed inclusive practice within learning, teaching, assessment and student support arrangements in order to promote equitable participation across the student lifecycle.

UKCBC delivers higher education programmes in partnership with awarding bodies and universities. While the College is responsible for coordinating student support, inclusive learning arrangements and reasonable adjustments within its areas of operational responsibility, certain academic matters relating to assessment regulations, progression, academic standards and the award of credit remain subject to awarding partner regulations, policies and academic governance requirements.

Reasonable adjustments and support arrangements are therefore implemented in accordance with both institutional and awarding partner requirements. Adjustments are designed to support equitable access to learning, teaching and assessment while maintaining academic standards, learning outcomes and professional requirements where applicable.

This Policy operates alongside the Student Support and Wellbeing Policy, Student Support and Experience Framework and Student at Risk and Intervention Framework, which together support the College's wider approach to student engagement, inclusive support, continuation and student success.

2. Scope

This Policy applies to:

- all enrolled students studying at UKCBC;
- applicants and prospective students who disclose additional learning support needs;
- students studying through all approved modes of delivery, including on campus, blended and online learning;
- and academic, professional services and student support staff involved in the delivery of learning, support and student services.

The Policy applies across all areas of the student experience, including:

- learning, teaching and assessment;
- academic support and Personal Academic Tutoring;
- student support and wellbeing services;
- digital and online learning environments;
- student engagement and continuation support;
- and wider participation in academic and student life.

The Policy applies to students with disabilities, learning differences, long term health conditions, mental health conditions, neurodivergent profiles and other additional learning support needs that affect participation in higher education.

UKCBC recognises that support needs can be:

- visible or non-visible;

- permanent, temporary or fluctuating;
- formally diagnosed or emerging;
- and academic, physical, sensory, medical, emotional or wellbeing related.

The College recognises that students disclose support needs at different stages throughout the student lifecycle, including:

- prior to enrolment;
- during induction;
- or during periods of study where new or changing circumstances arise.

Students are encouraged to disclose support needs at the earliest opportunity wherever possible in order to support timely identification of appropriate support arrangements, reasonable adjustments and inclusive learning support.

UKCBC is responsible for coordinating additional learning support, inclusive learning arrangements and reasonable adjustments within the scope of its operational and support responsibilities. However, the College delivers higher education programmes under partnership arrangements with awarding bodies and universities, and certain academic matters remain subject to awarding partner regulations, policies and academic governance requirements.

This includes matters relating to:

- academic standards and learning outcomes;
- assessment regulations and assessment design;
- progression and award requirements;
- professional body requirements where applicable;
- and decisions relating to the award of credit and qualifications.

Reasonable adjustments and support arrangements are therefore implemented in accordance with both institutional and awarding partner requirements. While the College seeks to support equitable access and

inclusive participation wherever possible, adjustments cannot compromise academic standards, learning outcomes or competence standards established by awarding partners.

This Policy should be read alongside:

- awarding partner academic regulations and reasonable adjustment guidance;
- institutional assessment and engagement policies;
- the Student Support and Wellbeing Policy;
- and other related policies and procedures relating to student support, safeguarding, attendance, assessment and continuation.

3. Definitions

For the purposes of this Policy, the following definitions apply.

3.1 Additional Learning Support (ALS)

Additional Learning Support (ALS) refers to the range of support arrangements, reasonable adjustments, inclusive learning strategies and coordinated interventions provided by the College to support students whose disabilities, learning differences, health conditions or other support needs affect participation in higher education.

ALS support seeks to reduce barriers to participation, promote equitable access to learning opportunities and support student engagement, continuation, progression and academic success.

3.2 Disability and Additional Learning Support Needs

For the purposes of this Policy, additional learning support needs can include, but are not limited to:

- physical or sensory impairments;
- long term health conditions;
- mental health conditions;
- specific learning differences;

- neurodivergent profiles;
- autism spectrum conditions;
- temporary medical or wellbeing related conditions;
- and other conditions or circumstances that substantially affect participation in learning, assessment or wider student life.

Support needs can be:

- visible or non-visible;
- permanent, temporary or fluctuating;
- formally diagnosed or emerging;
- and academic, physical, sensory, emotional, medical or wellbeing related.

The term “SEND” may also be used within wider educational contexts to describe special educational needs and disabilities. Within higher education, UKCBC adopts the broader concept of Additional Learning Support and inclusive learning in recognition of the diverse range of student support needs experienced within adult and higher education settings.

3.3 Inclusive Learning

Inclusive learning refers to the design and delivery of learning, teaching, assessment and student support in ways that seek to reduce barriers to participation and create equitable opportunities for all students to engage successfully with higher education.

Inclusive learning approaches seek wherever possible to anticipate student needs and promote accessibility, flexibility and participation across the student experience.

3.4 Reasonable Adjustments

Reasonable adjustments are proportionate changes or support arrangements implemented to reduce substantial disadvantage experienced by students with disabilities or additional learning support needs.

Reasonable adjustments can relate to:

- learning and teaching arrangements;
- assessment activities;
- accessibility requirements;
- learning resources;
- digital accessibility;
- and wider participation in academic and student life.

Reasonable adjustments are implemented in accordance with institutional and awarding partner requirements and are designed to support equitable access while maintaining academic standards, learning outcomes and competence standards where applicable.

3.5 Individual Support Plans (ISPs)

An Individual Support Plan (ISP) is a structured support document that records agreed reasonable adjustments, inclusive learning arrangements and coordinated support strategies designed to support equitable participation in learning and student life.

ISPs are developed collaboratively with students and relevant staff and are used to support coordinated implementation of agreed support arrangements across appropriate areas of the College.

3.6 Disabled Students' Allowance (DSA)

Disabled Students' Allowance (DSA) refers to external funding support available to eligible students through Student Finance arrangements to assist with disability related study support needs.

UKCBC is not a registered DSA assessment or delivery provider. The College supports students through guidance and assistance relating to DSA application processes and works collaboratively with students and external providers where appropriate to support implementation of agreed support arrangements within the College's operational responsibilities.

3.7 Early Intervention

Early intervention refers to the proactive identification and support of students whose engagement, participation, wellbeing or academic progress indicates that additional support or intervention may be required.

Early intervention arrangements form part of the College's wider student support, continuation and student at risk framework.

4. Principles

UKCBC's approach to additional learning support and inclusive learning is guided by the following principles.

4.1 Inclusive and Accessible Learning

The College is committed to fostering an inclusive learning environment in which students are able to participate fully in academic and student life. UKCBC seeks wherever possible to design learning, teaching, assessment and student support arrangements in ways that reduce barriers to participation and promote accessibility, flexibility and equitable engagement.

The College recognises that inclusive practice benefits all students and contributes positively to student confidence, belonging, engagement and academic success.

4.2 Equity of Access and Participation

UKCBC is committed to promoting equitable access to higher education and ensuring that students with disabilities, learning differences and additional learning support needs are able to participate fully in learning opportunities, assessment activities and wider aspects of student life.

Reasonable adjustments and support arrangements are designed to reduce disadvantage and support equitable participation while maintaining academic standards, learning outcomes and professional competence requirements where applicable.

4.3 Student Centred and Collaborative Support

The College adopts a student centred approach to additional learning support that recognises individual circumstances, preferences, strengths and support needs. Support arrangements are developed collaboratively with students and seek to promote independence, confidence and active engagement in learning.

UKCBC recognises that effective support operates through partnership between students, academic staff, professional services and support teams.

4.4 Early Disclosure and Early Intervention

The College encourages early disclosure of disabilities, learning differences, health conditions and additional support needs in order to support timely implementation of appropriate support arrangements and reasonable adjustments.

UKCBC also adopts an early intervention approach in which attendance, engagement, wellbeing and academic participation indicators can inform supportive intervention and coordinated support activity where students require additional assistance.

4.5 Dignity, Respect and Confidentiality

UKCBC is committed to fostering a respectful and supportive environment in which students are treated with dignity, fairness and sensitivity. Information relating to disabilities, health conditions or additional learning support needs is managed confidentially and shared only where necessary to support student learning, wellbeing or institutional responsibilities.

The College seeks to ensure that students are able to access support without stigma, discrimination or disadvantage.

4.6 Shared Responsibility and Inclusive Practice

The College recognises that inclusive learning and effective support require shared institutional responsibility. Academic staff, professional services teams, student support services and institutional leadership all contribute to the delivery of inclusive learning environments and coordinated support arrangements.

Students are also encouraged to engage actively with support arrangements, communicate support needs appropriately and participate constructively in agreed support processes and review arrangements.

4.7 Partnership and Academic Governance

UKCBC delivers higher education provision in partnership with awarding bodies and universities and therefore operates within shared academic governance arrangements.

The College seeks to work collaboratively with awarding partners to support equitable participation and implementation of reasonable adjustments where appropriate. However, certain academic matters

relating to assessment, progression, competence standards and the award of credit remain subject to awarding partner regulations and academic governance requirements.

5. Institutional Commitment to Inclusive Learning

UKCBC is committed to fostering an inclusive, accessible and supportive learning environment in which students are able to participate fully in academic and student life and achieve their academic potential. The College recognises that inclusive learning and additional learning support form an important part of student engagement, continuation, progression and overall student success.

The College seeks to embed inclusive practice across learning, teaching, assessment, academic support and student services in order to reduce barriers to participation and promote equitable access to higher education opportunities. Inclusive learning is understood not solely as a reactive support process, but as a broader institutional commitment to accessibility, flexibility and student centred educational practice.

UKCBC recognises that students engage with higher education from a wide range of educational, social, cultural and personal backgrounds and that students experience differing learning needs, disabilities, health conditions and neurodivergent profiles. The College therefore seeks to provide coordinated and proportionate support arrangements that enable students to participate confidently and independently in their studies while maintaining academic standards and learning outcomes.

5.1 Inclusive Learning Environment

UKCBC seeks wherever possible to design learning, teaching and support arrangements in ways that are inclusive by default and responsive to diverse student needs. The College promotes accessible learning environments that support participation, engagement and academic development across all modes of study.

This includes consideration of:

- accessible teaching and learning approaches;
- inclusive curriculum delivery;
- accessible learning materials and resources;
- digital accessibility and online learning environments;

- flexible approaches to student engagement and support;
- and inclusive communication and academic guidance.

The College recognises that inclusive practice benefits all students and contributes positively to confidence, belonging, engagement and academic success.

5.2 Reasonable Adjustments and Coordinated Support

UKCBC is committed to implementing reasonable adjustments and coordinated support arrangements designed to reduce barriers affecting students with disabilities and additional learning support needs.

Reasonable adjustments are considered on the basis of individual student circumstances and can include arrangements relating to:

- teaching and learning activities;
- assessment support;
- accessibility requirements;
- digital accessibility;
- learning resources;
- attendance and engagement support;
- and wider participation in academic and student life.

The College recognises that support needs differ between students and that adjustments should remain proportionate, appropriate and responsive to individual circumstances.

Reasonable adjustments and support arrangements are implemented in accordance with institutional requirements and awarding partner regulations. While UKCBC seeks wherever possible to support equitable access and participation, adjustments cannot compromise academic standards, learning outcomes, competence standards or professional body requirements where applicable.

5.3 Additional Learning Support and Student Success

UKCBC recognises that effective additional learning support contributes positively to student confidence, belonging, continuation, progression and achievement. Additional learning support therefore operates as part of the College's wider student support and continuation framework and is integrated with academic support, Personal Academic Tutoring, wellbeing support and student engagement processes.

The College adopts a proactive and coordinated approach to support and intervention. Attendance, engagement, assessment participation and wider indicators relating to student participation or wellbeing can inform supportive intervention and coordinated support activity where additional assistance is required.

Students accessing ALS support are encouraged to engage actively with agreed support arrangements, communicate changes in support needs where appropriate and participate constructively in support review processes.

5.4 Accessible Support Pathways and External Support

UKCBC seeks to ensure that students are able to access ALS support through clear, accessible and responsive support pathways. Students are able to seek guidance and support through student support services, Personal Academic Tutors, academic staff and designated ALS or wellbeing support contacts.

Support information and guidance are also made available through institutional communication channels, digital platforms, the Virtual Learning Environment (VLE) and student guidance resources.

The College recognises that some students require specialist support arrangements beyond the scope of institutional provision. UKCBC therefore supports students through guidance and assistance relating to Disabled Students' Allowance (DSA) application processes and referral or signposting to appropriate specialist or external support services where appropriate.

UKCBC is not a registered DSA assessment or delivery provider. Where students have approved DSA support arrangements in place, the College works collaboratively with students, awarding partners and external providers where appropriate to support implementation of agreed reasonable adjustments and inclusive learning arrangements within the College's operational responsibilities.

6. Disclosure, Identification and Access to Support

UKCBC encourages students to disclose disabilities, learning differences, health conditions or additional learning support needs at the earliest opportunity in order to support timely identification of appropriate support arrangements and reasonable adjustments.

The College recognises, however, that students disclose support needs at different stages throughout the student lifecycle and that some students choose not to disclose support needs immediately or may experience emerging or changing circumstances during their studies. Students are therefore able to seek support at any stage of their academic journey.

Disclosure of additional learning support needs enables the College to:

- consider appropriate reasonable adjustments and inclusive learning arrangements;
- coordinate academic and pastoral support where required;
- support engagement, continuation and progression;
- and reduce barriers affecting participation in higher education.

Students are not disadvantaged if they choose not to disclose a disability or additional learning support need. However, the College's ability to implement reasonable adjustments or coordinated support arrangements can be affected where relevant information has not been disclosed.

6.1 Routes to Disclosure and Accessing Support

Students are able to disclose support needs and access ALS support through a range of institutional channels, including:

- admissions and enrolment processes;
- student support and wellbeing services;
- Personal Academic Tutors;
- academic staff or professional services teams;
- safeguarding or wellbeing referrals;

- and self referral through institutional communication and support channels.

Students can contact the Student Support and Wellbeing team directly through:

- Email: welfaresupport@ukcbc.ac.uk
- Telephone: +44 20 8518 4994

Support information, referral pathways and guidance relating to ALS support are also available through the College's digital platforms, Virtual Learning Environment (VLE), student portal and related student guidance resources.

6.2 Identification and Assessment of Support Needs

Where students disclose additional learning support needs, the College seeks to work collaboratively with the student to understand the impact of those needs on learning, engagement, participation and accessibility within higher education.

Students can be asked to provide relevant supporting information or documentation where appropriate in order to support consideration of reasonable adjustments, accessibility requirements or coordinated support arrangements.

Supporting information can include:

- Education, Health and Care Plans (EHCPs);
- Disabled Students' Allowance (DSA) documentation;
- diagnostic assessments;
- medical evidence or healthcare documentation;
- reports from qualified practitioners or specialist services;
- or other relevant evidence relating to learning support needs, disability or accessibility requirements.

The College recognises that students experience differing pathways to diagnosis, assessment and support and therefore adopts a flexible and student-centred approach to support planning wherever possible. The

College also recognises that some students disclose emerging or previously unidentified support needs during their studies.

In some circumstances, interim support arrangements or early support interventions can be considered while formal assessment, diagnostic or evidential processes are being completed.

Assessment of support needs can involve:

- discussion with the student;
- review of relevant supporting evidence where appropriate;
- consideration of academic and engagement impacts;
- consultation with relevant academic or professional services staff;
- and consideration of awarding partner regulations and requirements where applicable.

Where assessment related adjustments, progression considerations or academic regulatory matters fall within awarding partner authority, the College works collaboratively with students and awarding partners to support consideration of appropriate arrangements within the relevant academic governance framework.

6.3 Early Intervention and Coordinated Support

The College adopts a proactive and supportive approach to identifying students who require additional support or intervention. Attendance, engagement, assessment participation and wellbeing indicators can inform supportive outreach and coordinated intervention activity where concerns relating to participation, progression or student wellbeing emerge.

Students identified through attendance monitoring, academic engagement concerns, wellbeing referrals or support interventions can therefore be contacted proactively and offered additional learning support, academic guidance or referral to appropriate support services.

Further operational detail relating to student support intervention, attendance monitoring and coordinated case management is set out within the Student Support and Experience Framework, Attendance and Engagement Policy and Student At Risk and Intervention Framework.

7. Reasonable Adjustments and Inclusive Learning Support

UKCBC is committed to implementing reasonable adjustments and inclusive learning arrangements designed to reduce barriers affecting students with disabilities and additional learning support needs and to support equitable participation in higher education.

The College seeks wherever possible to adopt inclusive learning approaches that promote accessibility, flexibility and participation across learning, teaching, assessment and wider student support arrangements. Inclusive learning is intended to reduce barriers proactively and support students in engaging confidently and independently with academic and student life.

Reasonable adjustments are considered on the basis of individual student circumstances and can include arrangements relating to:

- teaching and learning activities;
- assessment accessibility;
- digital accessibility and learning resources;
- attendance and engagement support;
- accessibility within learning environments;
- communication methods;
- and wider participation in academic and student life.

Reasonable adjustments and inclusive learning arrangements are implemented in accordance with institutional procedures and awarding partner regulations. While UKCBC seeks wherever possible to support equitable access and participation, adjustments cannot compromise:

- academic standards;
- module or programme learning outcomes;
- competence standards;
- professional body requirements where applicable;

- or awarding partner regulations relating to progression, summative assessment or the award of academic credit.

Where approval from an awarding partner is required in relation to assessment related adjustments or academic regulatory matters, the College works collaboratively with students and awarding partners to support consideration of appropriate arrangements within the relevant academic governance framework.

UKCBC supports students in accessing external support arrangements and funding opportunities where appropriate, including guidance and assistance relating to Disabled Students' Allowance (DSA) applications.

The College is not a registered DSA assessment or delivery provider. However, where students have approved DSA support arrangements in place, UKCBC works collaboratively with students, awarding partners and external providers where appropriate to support implementation of agreed support arrangements within the College's operational responsibilities.

Some specialist support arrangements, funding decisions and assistive technology provisions remain subject to external assessment processes, funding arrangements and provider approvals outside the direct control of the College.

8. Learner Support Plans

Where appropriate, students accessing Additional Learning Support are supported through a Learner Support Plan (LSP). LSPs provide a structured and coordinated approach to documenting and implementing agreed reasonable adjustments, inclusive learning arrangements and support strategies designed to support equitable participation in higher education.

Learner Support Plan are developed collaboratively with students and, where appropriate, relevant academic staff, professional services teams or external specialists involved in supporting the student. The College recognises that support needs differ between students and that support arrangements should remain proportionate, flexible and responsive to individual circumstances.

ISLPs can include agreed arrangements relating to:

- learning and teaching activities;

- assessment support and accessibility arrangements;
- digital accessibility and learning resources;
- attendance and engagement considerations;
- academic support strategies;
- wellbeing related support considerations;
- and coordination with wider institutional or external support services where appropriate.

The College seeks to ensure that agreed support arrangements are communicated appropriately to relevant staff on a need-to-know basis in order to support effective implementation while maintaining appropriate confidentiality and respect for student privacy.

Learner Support Plan are reviewed periodically to ensure that support arrangements remain appropriate, effective and responsive to student needs throughout the student lifecycle. Students are encouraged to engage actively in review processes and to communicate changes in circumstances or support needs where appropriate.

Where concerns arise relating to student wellbeing, engagement or continuation, the College can implement additional support, intervention or review processes in line with the Student Support and Wellbeing Policy, Student at Risk and Intervention Framework and Support to Study Policy.

9. Academic, Pastoral and Wellbeing Support

UKCBC recognises that students accessing Additional Learning Support can benefit from coordinated academic, pastoral and wellbeing support arrangements that promote engagement, confidence, independence and academic success.

Additional learning support operates as part of the College's wider student support framework and is integrated with:

- Personal Academic Tutoring;
- academic support services;

- wellbeing and safeguarding support;
- attendance and engagement monitoring;
- and student continuation and intervention processes.

Students accessing ALS support are able to access a range of academic, pastoral and wellbeing related support services, including study skills support, academic guidance, counselling support, engagement related intervention and referral or signposting to specialist or external services where appropriate.

The College adopts a proactive and student-centred approach to support and seeks to ensure that students are able to access coordinated and proportionate support arrangements throughout the student lifecycle.

Further operational detail relating to academic support, wellbeing support, attendance monitoring and student intervention arrangements is set out within the Student Support and Wellbeing Policy, Attendance and Engagement Policy, Student Support and Experience Framework and Student At Risk and Intervention Framework.

10. Roles and Responsibilities

UKCBC recognises that inclusive learning and effective additional learning support depend upon coordinated institutional responsibility and collaborative working across academic, professional and student support services.

The College therefore maintains a shared responsibility model in which students, academic staff, professional services teams, student support practitioners and institutional leadership contribute to the delivery, implementation and continuous improvement of inclusive learning and support arrangements.

10.1 Institutional Responsibilities

The College is responsible for:

- fostering an inclusive and accessible learning environment;
- maintaining appropriate additional learning support arrangements;

- coordinating reasonable adjustments and inclusive learning support within institutional operational responsibilities;
- implementing appropriate systems for identifying and supporting students requiring additional learning support;
- maintaining accessible support pathways and referral processes;
- and ensuring that support arrangements align with institutional, regulatory and awarding partner requirements.

The College also maintains governance and oversight arrangements designed to support monitoring of student engagement, continuation, participation and student success outcomes relating to students accessing ALS support.

10.2 Students

Students are encouraged to engage actively with available support arrangements and communicate support needs appropriately in order to enable effective implementation of reasonable adjustments and coordinated support arrangements.

Students are encouraged to:

- disclose support needs at the earliest opportunity wherever possible;
- provide relevant supporting information where appropriate;
- engage constructively with agreed support arrangements and review processes;
- communicate changes in circumstances or support needs;
- and participate actively in their learning and wider student experience.

The College recognises that students engage with support in different ways and seeks to ensure that support arrangements remain flexible, respectful and student centred.

10.3 Academic Staff

Academic staff play an important role in supporting inclusive learning and effective implementation of reasonable adjustments and support arrangements.

Academic staff are expected to:

- engage with agreed support arrangements and Individual Support Plans where relevant;
- adopt inclusive approaches to learning, teaching and assessment wherever possible;
- support accessible participation and student engagement;
- maintain appropriate confidentiality and professionalism;
- and refer or signpost students to relevant support services where additional support is required.

Academic staff are also expected to work collaboratively with professional services and student support teams in order to support coordinated and effective student support arrangements.

10.4 Student Support and Professional Services Teams

Student support and professional services teams are responsible for coordinating additional learning support arrangements, supporting students accessing ALS provision and facilitating appropriate referral or support processes where required.

Responsibilities can include:

- supporting disclosure and support planning processes;
- coordinating Learner Support Plans and reasonable adjustments;
- supporting referral or signposting arrangements;
- liaising with academic staff and awarding partners where appropriate;
- supporting DSA related guidance processes;
- maintaining appropriate support records;
- and contributing to continuation, engagement and student support intervention arrangements.

10.5 Awarding Partner Responsibilities

UKCBC works collaboratively with awarding bodies and university partners in relation to inclusive learning, reasonable adjustments and assessment related support arrangements.

Certain academic matters remain subject to awarding partner regulations and governance requirements, including:

- academic standards and learning outcomes;
- assessment regulations;
- progression and award requirements;
- competence standards;
- and decisions relating to summative assessment and the award of academic credit.

Where awarding partner approval is required in relation to assessment related adjustments or academic regulatory matters, the College works collaboratively with students and awarding partners to support consideration of appropriate arrangements within the relevant academic governance framework.

11. Confidentiality, Information Sharing and Data Protection

UKCBC is committed to handling information relating to disabilities, health conditions and additional learning support needs sensitively, responsibly and in accordance with applicable data protection and confidentiality requirements.

Information relating to ALS support, reasonable adjustments and Individual Support Plans is recorded and managed through approved institutional systems in line with UK GDPR, the Data Protection Act 2018 and institutional records management requirements.

The College seeks to maintain appropriate confidentiality in relation to student disclosures and support arrangements. Information is shared only where there is a legitimate educational, safeguarding, operational or welfare related reason to do so.

Information relating to support arrangements can be shared with:

- relevant academic staff;
- professional services teams;
- student support practitioners;

- awarding partners where appropriate;
- and external services where necessary to support agreed arrangements or fulfil safeguarding or legal responsibilities.

Information is shared on a need-to-know basis and in a manner intended to support effective implementation of reasonable adjustments while maintaining student dignity, privacy and confidentiality.

There are circumstances in which the College is required to share information without consent where concerns relate to safeguarding, serious welfare concerns, risk of harm or legal obligations. In such circumstances, information sharing is carried out proportionately and in accordance with institutional safeguarding and risk management procedures.

Students are informed wherever appropriate about how information relating to their support needs and arrangements is recorded, managed and shared.

12. Monitoring, Review and Continuous Improvement

UKCBC is committed to the continuous enhancement of inclusive learning and Additional Learning Support provision in order to promote equitable participation, student engagement, continuation and academic success.

The effectiveness of this Policy and associated support arrangements is monitored through the College's wider quality assurance, student experience and academic governance processes.

Monitoring activity can include consideration of:

- student engagement and continuation trends;
- participation and progression outcomes;
- student feedback and student voice activities;
- engagement with ALS support services;
- reasonable adjustment implementation;
- complaints, appeals or case trends;

- and wider quality assurance and enhancement activity.

The College values student feedback as an important component of service enhancement and seeks to ensure that feedback informs the ongoing review and development of inclusive learning and ALS support arrangements.

This Policy is reviewed at least every two years, or earlier where required in response to:

- regulatory change;
- awarding partner requirements;
- sector developments;
- student feedback;
- quality assurance findings;
- or institutional review activity.

The Policy Owner is responsible for ensuring that the Policy remains current, effective and aligned with institutional frameworks, operational procedures and awarding partner requirements.