**KUIC (Keele University International College) Reasonable Adjustments Policy**

**Introduction**

We are committed to social and educational inclusion through Keele University’s Learning and Teaching Strategy. This inclusion is reflected in the values of the UK Professional Standards Framework for teaching and supporting learning in Higher Education.

The Equality Act 2010 states ‘a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.’

**Purpose**

We aim to ensure that students receive an inclusive learning experience which means all persons, disabled or able-bodied, are offered learning opportunities that are equally accessible to them. The UK Quality Code for Higher Education, Part B1-6, states this provision should be offered where possible through reasonable individual adjustments, and applies equally to assessment.

Higher education providers are required to take reasonable steps to:

* Mitigate against substantial disadvantage where a provision, criterion or practice may create barriers for the involvement and educational attainment of disabled people.
* Alter or remove physical features that place disabled persons as a substantial disadvantage
* Provide an auxiliary aid where, without one, disabled students would be put at a disadvantage
* Consider adjustments to assessments or the provision of alternative arrangements for assessment, being mindful of the specific learning requirements of students with disabilities.

**Scope**

This policy applies to all staff and students and is relevant to students with disabilities, additional educational needs, or long-term medical conditions. This policy has been developed with reference to good practice available within the sector, including that available from the Equality Challenge Unit. The policy highlights the requirements within the Equality Act 2010 for staff to ensure that the teaching and learning experience is inclusive for all students. Considerations for reasonable adjustments might involve:

* Adapting materials used in an assessment to aid accessibility
* Providing assistance during the assessment
* Re-organising the physical environment of the assessment
* Facilitating the use of assistive technology and a computer

Similarly, in some circumstances it may be most appropriate to provide alternative assessment arrangements to prevent disadvantage whilst ensuring there is appropriate academic rigor.

**Policy**

We cannot modify competence requirements or learning outcomes which meet the competence standard's definition, but we aim to adjust taught and assessed aspects of learning, where needed.

Any adjustments made to meet individual learning needs must be reasonable and consider equity and parity.

In considering the reasonable adjustment, we will make individual decisions based on the students’ particular requirements.

There is no current legal definition of what a reasonable adjustment might entail. Any reasonable adjustment will be considered in line with the Equality Challenge Unit guidance:

Decisions will be made on a case-by-case basis and should also be informed by:

* Whether a student is disadvantaged by the current modes of teaching or assessment
* How effective the proposed reasonable adjustments will be in overcoming any disadvantage

It is not possible to identify all possible reasonable adjustments that might be required or suggested. A broad range of general and specific adjustments are set out in the guidance document. These include:

* Additional time allowances
* Alternative locations for examinations
* Use of amanuensis
* Computer or assistive technology
* Provision of material in Braille, large print etc.

In exceptional circumstances, where existing teaching and assessment options, even with reasonable adjustments, continue to present barriers to disabled students, the need to provide alternative assessment arrangement should be considered.

These may be:

* A written rather than oral presentation, or vice versa
* A poster or a video as an alternative to written report

These should be requests by the student and discussed initially with the College Services Team, who should consult with Disability and Dyslexia Support.

**Roles and Responsibilities**

Requests for alternative assessment arrangements will normally be agreed between the student, College Services, Disability and Dyslexia Support, and the module tutor, where appropriate, after liaising with the module leader concerning learning outcomes.

**Related Policies and Procedures**

The polisy should be read alongside the ‘Procedure for consideration of an application for reasonable adjustments as shown in Annex C:1 to this policy.

**Annexes**

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| **Document Name** | **KUIC Reasonable Adjustments Policy** |
| **Owner** | **Sarah Hammond, College Services Manager** |
| **Version Number**  | **1.0** |
| **Approval Date** |  |
| **Date of Commencement** |  |
| **Date of Last Review** |  |
| **Date of Next Review** |  |
| **Related Documents** |  |

**Annex C:**

Procedure for the consideration of and application for reasonable adjustments.

**Outline**

Consideration of the learning and assessment requirements of disabled students is integral to inclusive assessment. As identified in the Equality Act 2010, ‘a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

It is the student's responsibility to ensure that the University is aware of their disability and to apply for any variation in assessment conditions within deadlines established for this purpose.

It is the University's responsibility to give students opportunities, at various stages of their course, to disclose disability, dyslexia or a long-term medical condition and to ensure appropriate confidentiality.

**Disclosure**

Any request must be supported by acceptable medical or other evidence of disability or long-term medical condition. Retrospective applications for adjustments cannot be made automatically. For example, a student who is assessed as having an SpLD is likely to be ntitled to extra time from the point of diagnosis.

There are circumstances where it is appropriate to take note of a new diagnosis considering the most recent modules, particularly where a student has not successfully progressed. Therefore, on some occasions, the appeals process may take the recently diagnosed disability into account and allow an alternative method of assessment to be taken, or a further resit opportunity to be offered.

Where students are diagnosed with a specific learning difficulty part way through their course they may, in certain limited circumstances, apply to take an alternative assessment where it is adjudged that the original assessment may have unfavourably disadvantaged them because of their disability. This would normally only apply to modules affecting the student’s ability to proceed, and where a student has already begun to engage with Disability and Dyslexia Support to establish that difficulties are relating to a specific learning difficulty.