

**CITY OF LONDON COLLEGE**



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A UNIVERSITY SECTOR PREMIER COLLEGE

**REASONABLE ADJUSTMENTS POLICY**

**2021/2022**

# **CITY OF LONDON COLLEGE REASONABLE ADJUSTMENTS TO LEARNING, TEACHING AND ASSESSMENT FOR DISABLED STUDENTS**

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## **1. Introduction**

- 1.1. The College values the diversity of its student population and is strongly committed to creating and sustaining a first-rate and positive learning experience for all.
- 1.2. The adoption of inclusive teaching, learning and assessment methods does not negate the need for HE institutions to make Reasonable Adjustments for individual students.
- 1.3. The College will consider all requests for Reasonable Adjustments to arrangements for the learning teaching and assessment of disabled students.
- 1.4. Reasonable adjustments are when the College makes an alteration to reduce the effect of a disability or difficulty that places the person at a substantial disadvantage to other students in relation to:
  - a provision, criteria or practice,
  - physical features,
  - auxiliary aids.
- 1.5. For the purpose of this policy the definition of disability is that which is stated in the Equality Act 2010 namely that ‘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-today activities’.
- 1.6. That effect must be substantial (more than minor or trivial), adverse, and long term (has lasted or is likely to last for at least a year)”. This includes conditions which are controlled by medication which might be variable in effect, or which might recur. For example, a student who has cancer, HIV, multiple sclerosis, or mental health difficulties, should be treated as disabled under the Act.
- 1.7. This policy and College practice is compliant with the following legislation and guidance:
  - The Disability Discrimination Acts 1995/2005,
  - The Disability Discrimination Act 1995 Part 4 Code of Practice (revised) for providers of post-16 education,
  - The Equality Act 2010,
  - The Disability Amendment Act 2012.
- 1.8. This policy is drawn up with reference to the good practice guidance available in the sector, e.g. Managing Reasonable Adjustments in higher education; Equality Challenge Unit; November 2010.

## **2. Scope**

- 2.1. This document provides both students and staff with information about the College’s approach to making Reasonable Adjustments to Learning, Teaching and Assessment for disabled students.

### **3. Statement of Principles**

- 3.1. Equality and diversity underpins the College's core values. The Equality and Diversity Policy has been developed to ensure that equality and diversity is embedded in everything that the College does.
- 3.2. Students, will not be unreasonably prevented from applying for, registering upon, or successfully completing a programme of study.
- 3.3. Reasonable Adjustments must not undermine confidence in the academic standards of programme or modules as demonstrated in the learning outcomes.
- 3.4. Determination of what is reasonable may vary between programmes of study as a result of their differing requirements particularly in relation to students on programmes that are regulated by a Professional, Statutory and Regulatory body (PSRB) and lead to a licence to practice or registration with a professional body. Placement providers may be involved in agreeing reasonable adjustments.
- 3.5. All requests for Reasonable Adjustments will be processed in line with the Disability Service data privacy statement.

### **4. Reasonable Adjustments**

- 4.1. The duty to make Reasonable Adjustments arises where disabled persons are placed at a substantial disadvantage, compared with people who are not disabled, in relation to:
  - a provision, criterion or practice applied by (or on behalf of) the education provider;
  - any physical feature of premises occupied by the education provider.
- 4.2. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the person at a substantial disadvantage in their learning, teaching or assessment situation.
- 4.3. In relation to assessment there is no duty to make any adjustment to the application of a 'competence standard', but the duty does apply to *the process* by which competence is assessed. Competence standards are defined by section 28S of the DDA Part 4 as 'an academic, medical or other standard applied by or on behalf of a Higher Education Institution for the purpose of determining whether or not a person has a particular level of competence or ability.'
- 4.4. Reasonable Adjustments must not affect the validity or reliability of assessment outcomes, but may involve, for example:
  - changing usual assessment arrangements;
  - adapting assessment materials;
  - providing assistance during assessment;
  - re-organising the assessment physical environment and using assistive technology.

## **5. Determining Reasonable Adjustments – legal context**

- 5.1. Recent guidance is available from the Equality Challenge Unit on inclusivity and Reasonable Adjustments. CLC will also consider the facts of each individual case and make individual adjustments if appropriate.
- 5.2. There are three main factors to address when considering Reasonable Adjustments:
  - whether the student is disadvantaged by the method of teaching or assessment;
  - whether the suggested adjustments would help overcome the disadvantage;
  - whether the adjustments are reasonable.
- 5.3. In considering individual cases the College will consider how the student's impairment interacts with the method of teaching or assessment to ensure that the adjustment requested is in fact due to disability-related reasons, and is not just an expression of preference.
- 5.4. There is no clear indication in law about exactly what a reasonable adjustment is. Factors to consider include:
  - effectiveness,
  - practicality of the changes,
  - health and safety,
  - confidentiality,
  - potential benefit to other staff, students and visitors.
- 5.5. It is noted that, when considering whether the cost of an adjustment is reasonable, the resources of the College are considered.
- 5.6. It is not acceptable to consider the student's potential to gain eventual employment when making Reasonable Adjustments (i.e. to refuse a reasonable adjustment because of customary industry practice) unless these are clearly prescribed competence standards (such as fitness to practice standards).
- 5.7. Student Services will assess a student's request for Reasonable Adjustments and will consult with appropriate academic staff to decide the College's processes for determining Reasonable Adjustments for individual students, taking into account issues of confidentiality, in order to ensure that appropriate Reasonable Adjustments are made in line with individual programme requirements. These Reasonable Adjustments may vary from relatively standard adjustments, which can be automatically arranged, to non-standard adjustments which need consideration in relation to individual programme requirements.
- 5.8. Many students require teaching materials in advance as a reasonable adjustment. College policy encourages the early placing of materials on the VLE, as an inclusive practice.

## **6. Communication about the student's adjustments**

- 6.1. Only those staff responsible for making the adjustment will be informed.
- 6.2. This is normally Central Examination and Timetabling Services for exam adjustments and, for adjustments to other assessments, the student's Programme leader and other staff teaching the student.

## **7. Review of adjustments**

- 7.1. A review of adjustments can take place on request or in some cases a review meeting will be agreed when a requirement for reasonable adjustments is first specified.

## **8. Placements, Professional practice, field visits, study abroad**

- 8.1. Placements and visits might require different adjustments to those made for academic study. Students should talk to the person arranging the placement about their needs and/or make an appointment to discuss these with a Student Services adviser.
- 8.2. Students on professional programmes have to meet specific requirements related to the need to demonstrate certain knowledge, skills and competencies required by professional, statutory or regulatory bodies that cannot be compromised. In considering Reasonable Adjustments, these will be taken into account when agreeing what adjustments are possible.

## **9. Disclosure**

- 9.1. Applicants and students are strongly encouraged to disclose any disability or support needs they may have at the earliest opportunity to enable the College to work in partnership with them to enable academic success and career goals.
- 9.2. If Student Services are fully aware of a student's needs they will be better equipped to ensure students are supported. Late notification might mean that a request cannot be met in full immediately.
- 9.3. The College invites students to disclose at every opportunity from point of initial enquiry, at application and registration and at regular points through the student journey.
- 9.4. All information provided is confidential and is shared only with those directly involved in making reasonable adjustments where consent has been given. In most circumstances, only members of staff responsible for agreeing or implementing appropriate Reasonable Adjustments will be informed and this will be only with the student's prior consent. However, where serious and valid concerns for the health and wellbeing of a student arise in consideration of their request for reasonable adjustments then others may be informed.

## **10. Evidence of Need**

- 10.1. Any request for Reasonable Adjustments must be supported by clear evidence or diagnosis – for example, an educational psychologist's report; study needs assessment or a letter from a GP or psychiatrist.
- 10.2. Student Services are responsible for determining appropriate evidence.

## **11. International students**

- 11.1. International students on tier 4 student visas who request adjustments which will affect the length of their study are advised that they *must* seek up-to-date immigration advice promptly.
- 11.2. The maximum period of approved authorised absence is normally 30 days although requests will be considered on an individual basis in line with UK Border Agency regulations.
- 11.3. Students seeking an extended period of absence from their studies which would result in them requiring an extension of their visa to complete their studies will have their Tier 4 sponsorship ended by CLC and they will be expected to leave the UK.
- 11.4. Once able to return to the UK the student will request that Tier 4 sponsorship is recommenced. Once issued with a new CAS they will apply for a visa to return to the UK for the remainder of their studies.
- 11.5. In all cases, the College's legal responsibilities in relation to the sponsorship of international students under the points-based immigration system will take precedence.

## **12. Student support**

- 12.1. There may be implications for a student's financial arrangements depending on adjustments agreed, both in terms of fees payable and student support available.
- 12.2. Where this is the case these will be discussed with the student, involving professional services as necessary to enable student to make an informed decision before putting adjustments in place.

### 13. Policy Review

This policy will be reviewed on an annual basis, or if there is a change in legal or other business or academic related requirement.

<i>Review date</i>	<i>Description</i>	<i>Reviewer</i>
30/11/2022	Reasonable Adjustments to Learning, Teaching and Assessment for Disabled Students Policy	Academic Director

Document history:

<i>Version date</i>	<i>Description</i>	<i>Author</i>
21/11/2016	Policy approved and accepted by Academic Board	Task and Completion Committee
30/11/2017	Reasonable Adjustments to Learning, Teaching and Assessment for Disabled Students Policy	Academic Director
30/11/2018	Reasonable Adjustments to Learning, Teaching and Assessment for Disabled Students Policy	Academic Director
30/11/2019	Reasonable Adjustments to Learning, Teaching and Assessment for Disabled Students Policy	Academic Director
30/11/2020	Reasonable Adjustments to Learning, Teaching and Assessment for Disabled Students Policy	Academic Director
30/11/2021	Reasonable Adjustments to Learning, Teaching and Assessment for Disabled Students Policy	Academic Director