



Name of Document:	Reasonable Adjustments Policy & Procedure	
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Summary of Changes between previous and current issue		Page Number
Introduction: Addition of words 'Higher Education' and removal of last sentence referencing Special Educational Needs		page 2
Minor spelling grammatical and spelling conventions throughout		Throughout
Legal Status: removal of first sentence referencing SENDA		Page 2
Managing the needs of candidates with disabilities and learning differences: removal of last item 'modified language papers'		Page 4
Procedures for claiming adjustment to teaching practices and assessment activities: reference to special educational needs replaced with 'or long-term medical conditions'		Page 4

Adjustments in Teaching & Assessment Activities for Students needing Reasonable Adjustments - Policy & Procedure –

Introduction

David Game Higher Education College is committed to ensuring that students and applicants are not put at a substantial disadvantage by comparison with students and applicants who are not disabled.

Legal Status:

- Equality Act (2010) and The Public Sector Equality Duty (2011)

The College will make reasonable adjustments where teaching and/or assessment arrangements would put a disabled candidate at a disadvantage in comparison with a candidate who is not disabled. Adjustments and/or alternative assessment and examination arrangements reflecting the needs of disabled students should be implemented when necessary. Such arrangements should ideally be made upon enrolment or at the first opportunity if conditions present or are diagnosed during the course by the Head of Student Experience and Wellbeing/member of Advice and Wellbeing Service (AWS), and relayed to academic staff concerned.

The curriculum, including assessment and examination policies, practices and procedures should be designed to:

- Proactively consider accessibility for disabled students in the design and conduct of the assessment;
- Allow reasonable adjustments to provide disabled students with the same opportunity as their peers to demonstrate achievement of learning outcomes. This may involve making adjustments to the type, scheduling or marking of the assessment in the context of maintenance of academic standards.

In addition, these should:

- Recognise the needs of all types of disability, including physical and mobility difficulties, hearing impairments, visual impairments, specific learning differences including dyslexia, medical conditions, and mental health problems;
- Be widely publicised in an accessible format and easy for students to follow;
- Operate with minimum delay;
- Allow flexibility in the conduct of the assessment;
- Be agreed with individual disabled students and all appropriate parties.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate.

Managing the needs of candidates with disabilities and learning differences

Some candidates with disabilities and learning differences are likely to have more than one of these needs and may require a range of access arrangements. These include (but are not limited to):

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a word processor
- a scribe
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers

Procedures for claiming adjustment to teaching practices and assessment activities

Typically, students will make the college aware of any disability or long-term medical condition at the application/admissions stage. This will enable a tailored teaching and assessment plan to be developed in a timely manner.

Whether declared at enrolment or at a later stage the following procedure must be followed:

1. First, the student should consult the Head of Student Experience and Wellbeing/member of Advice and Wellbeing Service (AWS) so they are clear about expectations, the process and the documentary evidence that may be required. In order for us to consider making an adjustment to any teaching and/or assessment activity the student will need to get a professional and official assessment of disability/needs. This will vary depending on the condition so member of staff can advise on what will be needed and signpost to the appropriate external assessment agency.
2. Undertake the external assessment as advised. Normally, the report on the assessment will be sent directly to the College. If this is not the case, the student will be expected to deliver the report to the Head of Student Experience and Wellbeing/member of Advice and Wellbeing Service (AWS) at the earliest opportunity.

3. Upon receipt of the report the Head of Student Experience and Wellbeing/member of Advice and Wellbeing Service (AWS) will review and consider the circumstances and come to a conclusion with regards to the level of adjustment that may be appropriate. This will depend on the personal situation so adjustments may vary from student to student. When considering whether it would be reasonable to make the adjustment, the College will review the following factors:

- whether it would overcome the disadvantage affecting the disabled person;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- whether the adjustment will be resourced by a Disabled Students' Allowance (DSA) payment
- the College's resources;
- health and safety requirements;
- the need to maintain academic, and other standards; and
- the interests of other students (and potential students).

If necessary, they may also consult with other staff members but will always observe confidentiality and the application of the General Data Protection Regulations (GDPR).

4. The Head of Academic Administration will be responsible for making the final decision on what adjustment would be appropriate and fair given the student's personal circumstance. This decision will be made in conjunction with the Head of Academic Development.
5. The adjustment decision is communicated to the student. This will cover both the measures to be taken in course delivery (teaching) and the assessment activities.
6. The adjustment decision is communicated to the relevant lecturers in order that they make the necessary adjustments to their teaching and learning plans and the assessment activity. Note: where adjustment is made to an assessment activity the Internal Verification process must be repeated to ensure the integrity and academic standard of the activity has not been compromised.

If a student does not agree with the College's decision about the reasonableness of the adjustment, they may lodge a complaint using the College's Complaints Procedure.

Finally, it must be reiterated that in sharing information about a student's disability (amongst the DGHE AWS and academic teams) only the necessary level of detail will be disclosed, in agreement with the student. Confidentiality will be observed at all times along with the rigorous application of General Data Protection Regulations.