

## UK Graduate College

### Reasonable Adjustments Policy

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<b>Related Policies</b>	<ul style="list-style-type: none"> <li>• Assessment Policy</li> <li>• Examinations Policy and Procedure</li> <li>• Equality Diversity and Inclusion Policy</li> <li>• Extenuating Circumstances Policy</li> <li>• Admissions Policy and Procedure (HE &amp; Pathway)</li> <li>• Recognition of Prior Learning</li> </ul>
<b>External Reference Points</b>	<ul style="list-style-type: none"> <li>• OfS Condition B2 – Resources, Support and Student Engagement</li> <li>• Office of the Independent Adjudicator for Higher Education's (OIAHE) Good Practice Framework</li> <li>• UK Quality Code for Higher Education 2024 - Principle 10 – supporting students to achieve their potential</li> <li>• Equality Act 2010</li> <li>• Data Protection Act 1998 and GDPR regulations</li> </ul>

#### Who does this policy apply to?

<b>If you are...</b>	<b>Then..</b>
On a programme leading to an award from <b>ATHE</b>	All parts of this policy apply
On a programme leading to an award from <b>City and Guilds</b>	All parts of this policy apply
On a programme leading to an award from <b>Pearson</b>	All parts of this policy apply

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### 1. Introduction

1.1 The College is committed to assisting students with disabilities or special needs so that they can have an equitable opportunity to access and participate in further and higher education without compromising the integrity of assessments or the equity, validity and reliability of assessment judgements. The College will make reasonable adjustments and special considerations for students who face disadvantages where it is possible to do so. Making reasonable adjustments is a legal requirement.

### 2. Purpose and Scope

2.1 This policy provides information on the grounds needed for the College to make a reasonable adjustment and decision to give special consideration to a student. The policy explains the time needed for each stage of the process when a student submits a request and the staff who are involved in the process. The policy also explains what evidence is needed for the College to make a reasonable adjustment and how this evidence is held by the College and for how long.

2.2 This policy is for students with a disability or learning difficulty that require special support services and may also require special equipment or furniture to ensure a fair and equitable experience.

### 3. Aims and Objectives

3.1 The services provided by the College to students with disabilities or special needs aim to ensure equitable access to higher education for students with disabilities or learning difficulties. The objectives of reasonable adjustments are to:

- Help students with disabilities and special needs to succeed in education.

- Support students with disabilities and special needs so they can request reasonable adjustments and special consideration.
- Provide where possible the resources and equipment to ensure students with disabilities or special needs are supported.
- Conduct a review of the reasonable adjustments provided and the impact they have.

#### 4. Grounds for Reasonable Adjustments

4.1 It is appropriate to make reasonable adjustments for people who declare a disability or learning difficulty. Students may also claim for long-term illnesses. They cannot claim for drug or alcohol abuse.

#### 5. Reasonable Adjustments

5.1 This refers to actions taken to reduce the impact of a disability or learning difficulty. Normally this is identified during the application and enrolment process and this information is passed to the relevant Programme Team so that reasonable adjustments can be made at the start of the course, in partnership with the student support team. Reasonable adjustments may include:

- Allow some students additional time to complete assessments
- Making modification to learning materials e.g., using very large print
- Moving furniture around to accommodation disabled students
- Giving additional time for examinations

*See Appendix A for more details on reasonable adjustments that can be provided for students.*

#### 6. Special Considerations

6.1 Special Considerations relate to unexpected circumstances that have impacted on the student's ability to study or access an assessment. Students can apply for special considerations if they feel that they were at a disadvantage due to:

- an illness
- an injury or
- other adverse circumstances such as a bereavement

*See Appendix B for more examples of special considerations.*

6.2 Special Considerations are considered under the Extenuating Circumstances Policy, using the extenuating circumstances form. The decision to grant extenuating circumstances is taken by the extenuating circumstances panel, consisting of members of staff appointed by the HE Academic Quality Manager. If granted extenuating circumstances, a student may be allowed to submit the work for an assignment at an agreed later date.

6.3 Students cannot be granted special considerations that provides them with an unfair advantage. The purpose of granting special consideration is to create a level playing

field for all students by removing unfair barrier to achievement. At all times the level and standards of the qualification must not be compromised, and all students must demonstrate their ability to meet assessment criteria of the learning outcomes for each module or unit they are being assessed for.

## **7. Applying for Reasonable Adjustments**

- 7.1 Student may apply for reasonable adjustments by email to [quality@ukgraduate.org.uk](mailto:quality@ukgraduate.org.uk) who will liaise with the student support team to ensure the reasonable adjustments are considered, applied where awarded, are recorded and all lecturers are aware of the allocation.
- 7.2 The student will receive an email informing them of any reasonable adjustments agreed and how to access them if appropriate. If the student disagrees with the outcome, they can request a review via email and/or via the Non-Academic Appeals Procedure.

## **8. Evidence for Reasonable Adjustments**

- 8.1 In order to be granted reasonable adjustments a student needs to provide third party evidence that they are differently abled before agreeing to any adjustment. Where evidence is not available, but a disability is apparent, the College will consider putting in place reasonable adjustments in the interim until evidence is available, to ensure the student is not disadvantaged.

## **9. External Quality Assurer (EQA)**

- 9.1 Details of any reasonable adjustments or special considerations provided to students are recorded in tracking sheets that are made available to the EQA during the centre visit. The EQA must also be provided with evidence for special considerations such as a doctor's note.

## Appendix A

### **Services for learners who need Reasonable Adjustments and Special Considerations (taken from ATHE Policy on Reasonable Adjustments and Special Considerations).**

Services for students who have a Learning Difficulty E.g. Dyslexia

- Use of a reader
- Use of a scribe
- Use of recorded audio
- Use of a speech synthesiser
- Use of word-processing or transcription packages
- Use of coloured overlays
- Extension in time to complete the tasks in the assignments

Services for students who have a Hearing Impairment

- Use of a communicator/interpreter
- Use of mechanical/electronic aids
- Use of any other suitable aids (recommended by a teacher of the hearing impaired)
- Extension in time to complete the tasks in the assignments

Services for students who have a Visual Impairment

- Use of a reader
- Use of a scribe
- Use of mechanical/electronic aids (e.g. audiotape, speech synthesiser)
- Use of coloured overlays
- Extension in time to complete the tasks in the assignments

Services for students who have a permanent Physical Impairment

- Use of a reader
- Use of a scribe and/or interpreter
- Use of mechanical/electronic aids
- Use of an assistant in practical tasks
- Extension in time to complete the tasks in the assignments

Services for students who have a Medical Condition or Temporary Injury

- Use of a reader and/or scribe and/or interpreter
- Use of mechanical/electronic aids
- Use of an assistant in practical tasks
- Extension in time to complete the set tasks in the assignments

Minor changes to the organisation of the teaching and assessment rooms. For example:

- Visually impaired learners may benefit from sitting near a window so that they have good lighting
- Hearing impaired learners may benefit from being seated near the front of the room
- Removing visual/noise stimuli, such as a ticking clock, from the room

## Appendix B

### **Examples of Circumstances which might be eligible for Special Consideration**

- serious or terminal illness of the learner
- serious or terminal illness of a parent or near relative
- serious or terminal illness of a spouse
- recent bereavement of a member of the immediate family
- flare-up of severe congenital conditions such as diabetes, epilepsy
- recent domestic crisis
- recent physical assault trauma
- broken limb