



**University College Birmingham**  
**Reasonable Adjustments and Alternative Assessment Policy**

Approved by the Academic Regulations Committee

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### **Article 1: Purpose and aim of policy**

This policy applies to all types of Higher Education programmes and should be read in conjunction with the University's Academic Regulations, with particular reference to:

- 1 [UCB's General Data Protection Regulations \(GDPR\)](#)
- 2 [UCB Student Complaint Procedure](#)
- 3 [Code of Practice on Extenuating Circumstances](#)
- 4 [Admissions Policy and Procedures](#)
- 5 [Safeguarding Policy](#)
- 6 [Code of Practice on Leave of Absence](#)
- 7 Fitness to Study Policy within [General Academic regulations](#)

This policy sets out how staff at UCB can provide reasonable adjustments for university students who have disclosed that they have a disability and how a student support plan can identify what reasonable adjustments a student may require to complete their studies. UCB has a responsibility to make these adjustments by law following the regulations and procedures set out in the [Equality Act 2010](#). These reasonable adjustments can take the form of: access arrangements for admissions and exams, adjustments in buildings, and in-class support. This policy focuses on the steps UCB can take to ensure all reasonable adjustments are put into place. It may not be possible to meet some reasonable adjustment due to some external conditions. These could include cost of building adjustments; risk of harm to other students and staff at risk of harm; and students struggling to meet certain curriculum specification requirements.

Adjustments to written exams and written coursework, as well as projects and portfolios will be considered based on the suitability of supporting documentation the students send to the Disability Support team. Adjustments to presentations and practical assessments will be discussed amongst tutors, the Disability Support team and the student ahead of the assessment.

A student that sends in appropriate supporting evidence that meets the eligibility criteria will be asked to attend a support plan meeting. Within this meeting a review of potential reasonable adjustments will be undertaken and discussed, and collated into a support plan document that both student and relevant staff will have access to. This policy provides an overview of what a support plan is; how a student can get a support plan; and what is covered in a support plan.

On the support plans, it will state *refer to staff guidance booklet* - this guidance booklet (**HE Reasonable Adjustments Guidance booklet**) gives generic information about a wide range of disabilities and further ideas for alternative assessments and in-class support. There is also a **Q and A Support Plan booklet** for staff. The booklets will be circulated around staff but can also be accessed on the Disability Support portal site.

## **Definitions**

*For this policy, the following definitions are used:*

**-Disability-** Reflecting the definitions outlined 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.’ (Equality Act 2010, Section 6)

Schedule 1 of the Equality Act 2010 provides determination of disability, stating the effect of impairment as long term if: = it has lasted for at least 12 months, = it is likely to last for at least 12 months, or = it is likely to last for the rest of the life of the person.

**-Student/Applicant-**

A student or applicant who has declared a disability on their application form or during their course.

**-Official Supporting Documentation**

We refer to supporting documentation set out in Appendix 1.

**-Academic Staff**

Any teaching staff, deans or departmental heads that are involved with teaching practices, curriculum guidance/structure and module formation, will make the final decision over reasonable adjustments.

## **Article 2 –Processes of gathering evidence and drawing up of a support plan**

- A. The student applies through the standard admissions process directly with UCB or via UCAS. Please refer to the admissions guidance for further information. They cannot be discriminated against for having disclosed a physical or mental health need during their application. Please refer to [UCB's Admission Policy](#).
- B. If the student declares that they have a disability or long-term health condition (mental or physical) they will be asked to send in their supporting documentation to UCB's HE Disability Support inbox, [disabilitysupport@ucb.ac.uk](mailto:disabilitysupport@ucb.ac.uk).
- C. Please refer to appendix 1 for supporting documentation that UCB can accept following guidance from the national association of Disability Practitioners (NADP).

### **Evidence**

UCB will work from within the realm of the definition of a disability set out in the Equality Act 2010. This is defined on page 4. Temporary conditions such as a broken limb would not come under the definition of a disability, but UCB can grant other reasonable adjustments other than a support plan, such as temporary lift passes. Pregnancy and maternity leave are also not classed as a disability and students should refer to the Registry for advice.

Disclosure and the provision of supporting evidence is a positive step and UCB is committed to providing a 'safe space' in which applicants/students can do this. While it is ultimately a student's responsibility to submit their supporting documentation to the Disability Support team, a staff member can, with the student's consent, refer a student to the Disability Support inbox –this may be in the event of a late disclosure or concerns raised at a tutorial, for example. The student must be copied in so that the Disability Support team have consent to contact them.

- D. The Disability Support team will then review all the supporting documentation and notify the student of any further information that is required to complete the support plan or will start to create a support plan that is tailored to the student's individual needs.
- E. The drafting of the support plan may need to involve the Wellbeing team; nurse; Accommodation team; and academic departments dependent on the need and the severity of the condition the student has sent evidence for.
- F. The student will be invited to a phone, online or face-to-face meeting to discuss a draft support plan and their potential reasonable adjustments. Students who disclose new information within this meeting may need to send in further information and/or have a follow-up meeting.
- G. Evidence will be stored (for seven years) according to UCB'S GDPR policies and GDPR regulations. Students will also be told where this information will be stored, who the support plan may be shared with (for example, relevant teaching staff, HIRED, Student Engagement) and what purpose the support plan has, throughout the support plan process. Students will be asked to sign their support to confirm agreement with the above.

- H. Students will be asked if UCB is able to share contents of the support plan with external placement providers should they want support in finding a placement. The HIRED team can use this consent as permission to help find a suitable placement for the student only if the student accesses their services. Consent will be stated on the support plan.
- I The date at the bottom of the support plan will be the date the student agreed to the support plan concessions and content. Please refer to Appendix 2 for an example of a support plan. Support plans can be amended to reflect any new additional information and diagnosis throughout their course and this would follow the same process outlined above.
- J. Students who are already at UCB and receive a diagnosis during their course or would like support will need to contact [disabilitysupport@ucb.ac.uk](mailto:disabilitysupport@ucb.ac.uk). An academic staff member can refer a student, but the student must be copied in so that we have their permission to discuss this support.

### **Article 3: Coverage of support plans**

1. Support plans are for students on courses that are credited at L4. Apprenticeships will be discussed in Article 9 of this policy. They are usually valid for the duration of their course.
2. A support plan will go live onto HE students' portals on the Disability Support tab. Relevant academic staff will also be able to access this. Senior Lecturers and Heads of Departments will be notified of students with support plans under their remit.
3. Academic staff will not have access to any medical data/ reports sent into the Disability Support team. This is at the student's discretion.
4. If a student changes course, the support plan will need to be amended. If there are any changes the student wants to make to their plan, they need to contact the Disability Support team at: [disabilitysupport@ucb.ac.uk](mailto:disabilitysupport@ucb.ac.uk). The Disability Support team could add a new diagnosis and will follow some or all the steps laid out in Article 2.
5. The support plan does not apply if attendance drops below the attendance level that is required for their chosen course. [See the Code of Practice on Student Engagement and Reasonable Diligence](#). The Disability Support team may also refer to the Fitness to Study policy in the General Student Regulations. A support plan will not be completed and uploaded for those students who are not engaging in their course until a further discussion with their academic department.
6. It is ultimately the responsibility of a student to contact the Disability Support team, although they can be referred by staff members (see Article 2). Students will need to be copied into their email as an indication of permission to discuss their support needs.
7. The support plan will also state any allergies, or medication that staff should be aware of. It will also notify staff of any PEEPs (Personal Emergency Evacuation Plans) that they should also consider. PEEPs are uploaded as separate attachments onto the Disability support tab. PEEPs are completed by the Health and Safety department, once the Disability Support team have indicated the need for a PEEP.
8. The support plan will cover mental health, physical health and learning differences and disabilities under the definition of the Equality Act 2010.
9. A support plan covers exam concessions, adjusted hand-in dates and recommendations for both in-class support and alternative assessments, as well as permission for the HIRED team to use contents of this support plan when contacting external placement providers with information about the student as and when required.
10. As well as the student giving UCB this permission, during the support plan meeting, students may be asked if they would like to sign a consent to share information agreement. This process can also take place at any point outside of the support plan meeting. If they provide contact details for family members or friends, UCB can also share contents of their support needs to those family members if those parties contact UCB. If we do not have a file on record, UCB needs to contact the student first. If there is a safeguarding concern, UCB can contact the next of kin regardless of this permission.

11. Students do not need to apply for an EC if an adjusted hand-in has been granted and can submit their work up to 10 working days after the original deadline. The support plan is sufficient evidence.
12. The Disability Support team will have provided the EC team with a list of names of students with support plans who can submit up to 10 working days after the deadline.
13. If a student has used their reasonable adjustments and adjusted hand-in and feel that further factors have impacted on their ability to submit or participate in assessment, they must apply for the consideration of extenuating circumstances. Full details of this process can be found in the [Code of Practice on Extenuating Circumstances](#).
14. If a student feels that a particular assignment may be challenging, they can ask academic staff to consult the *HE Reasonable Adjustments Guidance* booklet, which gives more generic information and ideas for alternative assessments. Agreed alternative assessments should be logged onto the dashboard and are subject to the discretion of academic departments.
15. Article 4 outlines what is covered under the 10-working day reasonable adjustment period for coursework deadlines.



#### **Article 4: What is covered under the 10 working days**

1. Written pieces and coursework, including projects and dissertations, will be covered under the 10 working-day reasonable adjustments period.
2. Students can submit before this new date.
3. There may be pieces of written work that will need to be handed in on the same day as a practical assessment/ presentation. When this occurs, the procedure would be to allow for another reasonable adjustment. Examples of a reasonable adjustment could be additional workshops or support sessions; releasing the question a number of days earlier for the student; or accommodating an alternative date for the practical assessment if appropriate. There may be occasions where this is not viable, with the student being aware that these are 'reasonable' adjustments where they can be provided.
4. From 2021, if a student is granted an adjusted hand-in date for coursework/written assignments, this will be for 10 working days and for any word count. The Disability Support team will review this and amend the policy accordingly.
5. Drafts and formative pieces do not count towards the 10-working day reasonable adjustment policy. Attendance reports and Peer Review reports would need to be at discretion of academic departments as this involves external parties.
6. A 10-working day reasonable adjustment is not granted for students submitting during resit periods.
7. Students on repeat modules will be able to access their reasonable adjustments for written pieces and projects
8. Group reports/ Peer assessments- If their work is marked individually and would not affect other grades then academic staff should where possible try to accommodate 10 working days
9. Portfolios:
  - If there is one hand in date this will be covered by the 10 working days.
  - If this is a continuous piece with formative feedback, the student will have an overall 10 working days but should be guided as to when to hand in formative pieces.
  - If this is a continuous piece with assessed separate pieces throughout the module (i.e. one report in week 5 and one in week 9), there can only be 10 working days overall not separate 10 days for each piece.
  - If this is a portfolio with separate pieces such as a mood board and a report there is still only 10 working days overall, not for each separate piece.

## Article 5: Exams

1. The Disability Support team will notify the Exams team of any exam concessions.
2. The student needs to provide at least 3 weeks' notice if assistive technology or a separate room is required. These are reasonable adjustments, and it may not always be possible to be put into place. Extra time could be accommodated more quickly, but supporting documentation would still be required. If evidence is provided with less than three weeks to the exam, it cannot be guaranteed. Instead, it would be in place for the following exams. A support plan meeting would need to be held before this being granted.
3. A student who has extra time for written exams, may not always have extra time for their practical exams or an adjusted hand-in for written assignments. This will be dependent on the individual and their needs.
4. Guidance on additional time:
  - 25% is the standard for extra time
  - There may at times be a need for 50% (based on evidence)
  - A DSA report/ Study needs assessment may make a recommendation, but this is within the remit of what UCB can provide as an institution
5. Reasonable adjustments for exams can include:
  - Separate room (up to 30 students or smaller room (assessed on case-by-case basis
  - Possible provision of Assistive Technology- Speech to Text and/or Text to Speech
  - Word Processor
  - Extra Time (Usually 25%)
  - Adjustable desk
  - Prompter
  - Support dog. These would need to be insured (and Disability Support team consulted).
  - Coloured paper/ screen tints
  - Rest breaks
  - Instructions written down
  - Inspecting the exam room beforehand (under supervision)
  - British Sign Language (BSL) Interpreter

## **Article 6: Practical Assessments (PX)**

### **N.B This applies to practical exams where one person is being marked**

1. Disability Support can advise, but there may be additional factors to consider (such as a written report needing to be submitted on the same day, and the student has 10 working days to complete written work). Please refer to Article 4:4.

2. Extra time cannot be granted if the exam is to assess that students can work within industry-related time pressures. The academic department will review if extra time can be allowed on a case-by-case basis. Disability Support can advise on support plans.

Examples of this could be:

- a) where students need to produce a set dinner menu within the expected time period they would provide service at a restaurant.
- b) where students perform a simulation of a task in A and E.
- c) where an assessment replicates the timing of landing an aeroplane.

3. If the practical is covered through workshop projects completed over the 12 weeks, a reasonable adjustment could take the form of: an additional workshop; extra time within some individual workshops; and/ or extra time for the final hand in date. This is at the academic department's discretion, but Disability Support can advise. The student is aware that some 'reasonable' adjustments may not always be viable.

4. Extra time does not usually apply to group work. Where possible if the department is aware of several students with this requirement and can place them together this could be appropriate. If the other students do not qualify for additional time, the group work cannot be adjusted. If there are individual reports due in after the group work (marked individually and not requiring the work of others) then this may have 10 working days (if the student has a 10-working day arrangement).

5. Guidance on support:

- Extra Time (25-50 %) or additional workshops
- Rest breaks
- Support Dogs. These would need to be insured (and Disability Support team consulted).
- B S L Interpreter. Disability Support need to be notified as soon as possible and will communicate with the student and teachers. This cannot be guaranteed and may not be a necessity.
- Practical Support Worker. Disability Support will need to arrange this. This would need to be evidenced.
- Instructions written down in front of students/ on board as well as vocalised.
- There may be instances where the academic department wish to grant the student the same workspace/ station/ desk that they use within classes (this will be put onto support plan if recommended).

6. Guidance on when physical conditions/ mental issues may impact on assessment completion:

-A student with a skin condition may disclose they cannot handle certain products. The academic department should advise and allow for alternative products.

-A student may disclose an allergy. The academic department should advise and allow alternative products. If the allergy is airborne, further advice from Health and Safety and Estates, as well as the nurse will need to be consulted.

-If the student declares that they cannot be touched or touch others (e.g. for a make-up course), this needs to be discussed within the academic department. Alternatives could take the form of an alternative assessment (mood board/ Q and A/ the use of a dummy model). The relevant academic department should advise the student whether there would be any reasonable adjustments that would affect the completion of their course ahead of their course starting.

### **Article 7: Presentations and Seminar Discussions (PX)**

1. The Disability Support team can advise on up to 50 % extra time. The standard would be 25%. This is not applicable to group presentations. It may be in some cases that rest breaks are used in lieu of additional time or as well as. This will be dependent on the individual and their support needs.
2. There are several assessment types that could fall under the remit of a presentation (including, but not limited to): viva voce; business meeting; presentation (including those that are recorded); launch presentations; mock interviews; reflective analysis; Q and A for projects and dissertations; and seminar Q and A
3. A seminar discussion and group presentation cannot be granted extra time. Students are made aware of this within their review meeting. Please note that some individuals may require extra time to respond before moving onto the next student (where this can be accommodated).
4. For day team assessments, the relevant academic department will need to use their own discretion as to whether extra time can be granted/ if this would affect the group mark. Please allow rest breaks wherever possible.
5. Guidance on students who do not wish to present in front of others

The Disability Support team can offer guidance on other formats the student would prefer, but this is ultimately at the discretion of the relevant academic department.

Alternative forms could take the form of:

- a) Recorded presentation
- b) 1:1 presentation with the tutor
- c) Completing the presentation behind a screen
- d) Answering questions based on the work produced rather than a presentation (This should not give the student an unfair advantage).
- e) Written q and as (This should not give the student an unfair advantage).

Staff can also refer to the HE Reasonable Adjustments Alternative Assessments guide.

This acts as a guide/ reference point for further examples.

### **Article 8: Placements and External Visits**

1. Support plans will provide details of any transport or hotel requirements for external visits and trips. It is the student's responsibility to notify the module tutor that they are going and that they require this support.
2. The academic team are responsible for organising additional support, such as separate rooms or support at the airport.
3. The Disability Support Team can help with the allocation of support workers that may be required when notified of a trip. They will need to be notified as soon as possible of the details by academic support staff and/or students to guarantee support will be put into place.
4. Reasonable adjustments on placements are subject to each individual providers' regulations. The student can give us written permission to share details of the support plan as guidance to any provider.

### **Article 9: Apprenticeships and support plans**

1. Students completing a L3 (or below) Apprenticeship will be subject to the parameters of FE student support (see Appendix 5). This also applies to those on a local authority supported L3 (or below) apprenticeship who have declared an EHCP (Education, Health and Care Plan). An EHCP review would also be held. Therefore, no support plan will be required within the HE remit at this level or below.
2. Apprentices at L4 and above may be entitled to a support plan for any internal assessments/ additional support when on campus. Apprentices would need to apply for ECs if they did not meet the evidential threshold for HE modules and required adjusted hand-in for assignments. If apprentices are also completing GCSE or Functional Skills and/or English, support would be reviewed within FE parameters for English and Maths (so could involve in-class support in these sessions).
3. It may be possible for the University to draw down Additional Learning Support funds for apprentices (irrespective of level), subject to the provision of suitable supporting evidence
4. Further support could also be arranged in the form of Grammarly Premium (which all apprentices should be able to access) and text to speech/speech to text software
5. Any potential reasonable adjustments for assessments/ examinations would be subject to End Point Assessment Organisation guidelines.
6. Support on placements must be discussed between the students, the employer and where necessary academic staff and/ or members of the HIRED team.
7. Any adjustments need to be in accordance with the Apprenticeship Standards Curriculum Specification.

### Article 10: Complaints procedure

1. Students who want to discuss the contents of their support plan, or feel they are entitled to more support must contact the Disability Support team via [disabilitysupport@ucb.ac.uk](mailto:disabilitysupport@ucb.ac.uk), or call a member of the team in the first instance. The Disability Support team will review the evidence (or any additional evidence) and give a response.
2. If a student feels that support is not being put into place by departments, they can discuss this with the Disability Support or department teams to try and resolve the matter in the first instance. In some cases, this may need both parties present. Other departments may need to be consulted.
3. The student may wish to follow the [UCB's Complaints Procedure](#) if they want to continue with a complaint after this meeting.

### Appendix 1- Supporting documentation guidance

Supporting documentation we can and cannot accept is provided below/via this link:  
<https://www.ucb.ac.uk/student-support/disability-support/disability-support-for-university-students/#lsp>

Please note the [guidance below is not exhaustive](#), and we will, where possible, consider all supporting documentation on a case-by-case [basis](#).

Diagnosis	What we can accept	What we cannot accept
<b>Dyslexia</b>	<p>A full diagnostic assessment from:</p> <ul style="list-style-type: none"> <li>. Psychologist registered with the Health Care Practitioner (HCPC) OR Specialist Dyslexia teacher with a current Assessment Practising Certificate (APC)</li> </ul> <p>As of 2019 this report can be from an assessment carried out at any age. It does not need to be a Post-16 assessment</p> <ul style="list-style-type: none"> <li>. Please note if older than 6 years, we may require the student to complete a screener for more up to date information. The screener must be completed at UCB. (This will take affect for new students for the Sept 22/23 year onwards)</li> </ul> <p>It is strongly encouraged for the student to send in their</p>	<ul style="list-style-type: none"> <li>. A screener (from college, a previous university)</li> <li>. An EHCP without the full diagnostic paperwork/ up to date letter</li> <li>. A college report</li> <li>. DSA form</li> <li>. Anything that refers to the student having 'traits' or 'characteristics' of but not a full diagnosis</li> </ul>



	<p>supporting documentation to the Disability Support team to be reviewed, even if it does not follow the evidential requirements above.</p> <p>We can also consider Form 8 or Form 9s produced as part of an assessment for Exam Access Arrangements. These will need to be supplemented by the production of an assessor certificate.</p> <p>Support plans based on dyslexic traits can be put in place for students who have completed an academic strengths and weaknesses screener based on the following criteria:</p> <ul style="list-style-type: none"> <li>. The screener has been completed onsite at the ASC from Semester 2 2022/23. Screeners before this date that have been completed online and facilitated by UCB's Disability Support team, can be considered but at the team's discretion.</li> <li>. Screeners completed externally can be considered if they are Quickscreen but this is at the discretion of the Disability Support team</li> </ul> <p><b>PLUS</b></p> <ul style="list-style-type: none"> <li>. the screener demonstrates a strong indicator of dyslexia</li> <li>. the screener demonstrates high moderate indicator of dyslexia alongside significantly marked difficulties in key areas such as reading, spelling, memory, sequencing and processing skills. This list is not exhaustive and is subject to the Disability Support team's discretion.</li> </ul> <p>The Disability Support team recommends that if a student fulfills this criterion, then they pursue a formal diagnosis of a specific learning difficulty</p>	
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	(SpLD) to access further support available e.g., Disabled Students' Allowance.	
<b>Dyscalculia</b>	<p>A full diagnostic assessment from:</p> <ul style="list-style-type: none"> <li>. Psychologist registered with the Health Care Practitioner (HCPC), or</li> <li>. Specialist dyslexia teacher with a current Assessment Practising Certificate (APC) that specifically covers dyscalculia.</li> </ul> <p>As of 2019 this report can be from an assessment carried out at any age. It does not need to be a Post-16 assessment</p> <p>It is strongly encouraged for the student to send in their evidence to the disability support team to be reviewed, even if it does not follow the evidential requirements above.</p> <ul style="list-style-type: none"> <li>• We can also consider Form 8 or Form 9s produced as part of an assessment for Exam Access Arrangements. These will need to be supplemented by the production of an assessor certificate.</li> </ul>	<ul style="list-style-type: none"> <li>. A screener (from college, a previous university)</li> <li>. An EHCP without the full diagnostic paperwork/ up to date letter</li> <li>. A college report</li> <li>. DSA form</li> <li>. Anything that refers to the student having 'traits' or 'characteristics' of but not a full diagnosis</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>. An up-to-date medical letter indicating how this affects the student</li> <li>. A diagnostic report for dyslexia that also indicates traits/ a diagnosis of dyspraxia from:</li> <li>. Psychologist registered with the Health Care Practitioner (HCPC), or</li> <li>. Specialist dyslexia teacher with a current Assessment Practising Certificate (APC) that specifically covers dyspraxia.</li> </ul>	<ul style="list-style-type: none"> <li>. DSA form</li> <li>. Previous college report</li> </ul>

	<p>. EHCP that was reviewed in the last 2 years- this must clearly detail how dyspraxia affects student</p> <p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case).</li> <li>. The author clearly states the affect condition may have on learning and/or attendance at university.</li> <li>. The author clearly states how side-effects of medication may affect student.</li> </ul> <ul style="list-style-type: none"> <li>• We can also consider Form 8 or Form 9s produced as part of an assessment for Exam Access Arrangements. These will need to be supplemented by the production of an assessor certificate. Please note use of this documentation may limit the reasonable adjustments recommended.</li> </ul>	
Autism	<ul style="list-style-type: none"> <li>. A diagnostic report or letter from an autism specialist such as a psychiatrist, doctor or consultant.</li> <li>. The diagnostic report must be on headed paper; the practitioner’s identity must be legible (signed, with name, position and title and date clearly printed).</li> </ul>	<ul style="list-style-type: none"> <li>. Appointment letters</li> <li>. Prescriptions</li> <li>. Previous college reports or medical letters stating the student has ‘traits’ of autism.</li> <li>. DSA forms</li> </ul>

	<p>. This report must state that a medical professional considers student to be on the autism spectrum.</p> <p>.An EHCP that was reviewed within the last 2 years detailing how this affects learning needs AND/OR</p> <p>. An up to date medical letter confirming this diagnosis along with detail on how this affects learning, and potentially ASD pocket card</p> <ul style="list-style-type: none"> <li>• We will also consider supporting documentation from a medical professional/specialist confirming that a student has been placed on a waiting list for diagnosis</li> </ul>	
ADHD	<p>. A diagnostic report or letter from an ADHD specialist such as a psychiatrist, GP consultant or practitioner with a current Assessment Practising Certificate (APC) and relevant training</p> <p>. The diagnostic report must be on headed paper; the practitioner’s identity must be legible (signed, with name, position and title and date clearly printed).</p> <p>. This report must state that a medical professional considers student to have ADHD.</p> <p>. EHCP reviewed within the last 2 years with up to date SEMH, Cognition and Learning and Communication and Interaction sections</p> <ul style="list-style-type: none"> <li>• We will also consider supporting documentation from a medical professional confirming that a student has been placed on a waiting list for diagnosis. Please note use of this documentation may limit the reasonable adjustments recommended.</li> </ul>	<p>. Appointment letters</p> <p>. Prescriptions</p> <p>. Previous college reports or medical letters stating the student has ‘traits’ of ADHD or autism.</p> <p>. DSA forms</p>

<p>Vision Impairment (VI)</p>	<ul style="list-style-type: none"> <li>. An EHCP with the latest sensory support review (this can be no more than 2 years old)</li> <li>. Latest ophthalmologist report</li> <li>. For service dogs we need proof of insurance and that they are registered.</li> <li>. Medical records clearly stating the condition on headed paper and signed by a specialist within the field.</li> </ul>	<ul style="list-style-type: none"> <li>. DSA form</li> </ul>
<p>Hearing Impairment (HI)</p>	<ul style="list-style-type: none"> <li>. An EHCP with the latest sensory support review (this can be no more than 2 years old)</li> <li>. Latest medical report/ Audiologist report</li> </ul> <p>Please note that students need to make Accommodation and Disability Support aware of any adapted equipment required in halls of residence e.g. deaf guards for fire alarm. Disability Support will also ask students some Personal Emergency Evacuation Plan questions within the support meeting.</p>	<ul style="list-style-type: none"> <li>. PIP evidence</li> </ul>
<p>Mobility Support</p>	<ul style="list-style-type: none"> <li>. Medical report/diagnosis</li> <li>. Latest medical report detailing how this affects learning</li> <li>. For service dogs we need proof of insurance and that they are registered.</li> </ul> <p>Please note that students need to make Accommodation and Disability Support aware of any adapted equipment required in halls of residence e.g. hoists, adapted rooms. Disability Support will also ask students some Personal Emergency Evacuation Plan questions within the support meeting</p>	<ul style="list-style-type: none"> <li>. PIP evidence</li> <li>. Blue badge</li> </ul>
<p>Immune Deficiencies/ Cyclical Vomiting</p>	<ul style="list-style-type: none"> <li>. Medical report/diagnosis This needs to be the latest check-up/ medical report.</li> </ul> <p>For diabetes students should inform Accommodation and</p>	<ul style="list-style-type: none"> <li>. Screenshots of appointments</li> <li>. Screenshots of medication</li> </ul>

	<p>Disability Support teams if a fridge is required. Please note some support provisions may differ between Type 1 and Type 2 diabetes, which we can accommodate for.</p> <p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case).</li> <li>. The author clearly states the affect the condition may have on learning and/or attendance at university.</li> <li>. The author clearly states how side-effects of medication may affect student.</li> </ul>	
Epilepsy / Seizures	<ul style="list-style-type: none"> <li>. Medical reports/ diagnosis</li> <li>. EHCP within 2 years</li> <li>. up to date health care advisor report reviewed last 2 years</li> </ul> <p>Within the support plan meeting the Disability Support Team will go through a seizure action plan and students will need to provide any numbers to call/ any usual plans of actions followed. Students can include this in their email to Disability Support alongside evidence if preferred.</p> <p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> </ul>	<ul style="list-style-type: none"> <li>. Screenshots of appointments</li> <li>. Screenshots of medication</li> </ul>

	<ul style="list-style-type: none"> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen your case).</li> <li>. The author clearly states the affect your condition may have on your learning and/or attendance at university.</li> <li>. The author clearly states how side-effects of medication may affect student.</li> </ul>	
Heart conditions	<p>Medical report/diagnosis on headed paper which is clearly signed and dated by a professional within that field.</p> <p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities</li> <li>. The author clearly states the affect condition may have on learning and/or attendance at university.</li> <li>. The author clearly states how side-effects of medication may affect student</li> </ul>	<ul style="list-style-type: none"> <li>. Screenshots of medication</li> <li>. Screenshots of ECG results - Disability Support could accept this with overview of condition/ attached medical reports (if this is new students should refer to the EC team or provide a doctor’s note)</li> <li>. Screenshots of appointments</li> <li>. DSA forms</li> </ul>

<p>Mental Health conditions: depression, anxiety, Obsessive Compulsive Disorders (OCD), eating disorders, bipolar affective disorder, personality disorders, psychosis, schizophrenia.</p>	<ul style="list-style-type: none"> <li>. Supporting documentation should indicate that disability/condition is ongoing, that it has lasted (or is predicted to last) twelve months or more. The supporting documentation should indicate how disability/condition may affect university studies.</li> <li>. Acceptable supporting documentation includes letters/diagnosis from a GP, psychiatrist or consultant.</li> <li>. Supplemental documentation will be reviewed on case-by-case basis.</li> </ul> <p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case)</li> <li>. The author clearly states the affect your condition may have on learning and/or attendance at university.</li> <li>. The author clearly states how side-effects of medication may affect student.</li> </ul>	<ul style="list-style-type: none"> <li>. Screenshots of medication</li> <li>. CAMHS letters 2 years out of date</li> <li>. CAMHS appointment dates</li> <li>. DSA form</li> <li>. Previous college reports</li> <li>. Appointment letters or prescriptions are not acceptable evidence of a diagnosis</li> </ul>
<p>Severe Migraines</p>	<ul style="list-style-type: none"> <li>. This needs to be ongoing and signed off by a doctor for a continuity of over 12 months</li> </ul> <p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> </ul>	<ul style="list-style-type: none"> <li>. Absence letter due to migraines</li> <li>. DSA form</li> <li>. Prescriptions for medication</li> </ul>



	<ul style="list-style-type: none"> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case)</li> <li>. The author clearly states the affect your condition may have on learning and/or attendance at university.</li> <li>. The author clearly states how side-effects of medication may affect student.</li> </ul>	
Cancer	<ul style="list-style-type: none"> <li>. Medical letter/ latest up-to-date notes</li> <li>. Any discussions around further treatment/ appointment times in advance so Disability Support can have a consultation with the curriculum department</li> </ul> <p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case).</li> <li>. The author clearly states the affect condition may have on learning and/or attendance at university.</li> <li>. The author clearly states how side-effects of medication may affect student.</li> </ul>	<ul style="list-style-type: none"> <li>. Prescriptions</li> <li>. Appointment letters</li> </ul>

Irlen Syndrome	<p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed by a trained Irlen Diagnostician on headed paper.</li> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case).</li> <li>. The author clearly states the affect your condition may have on learning and/or attendance at university.</li> </ul>	<ul style="list-style-type: none"> <li>. Glasses prescription without Irlen Diagnostician report.</li> <li>. Dyslexia screener</li> </ul>
HIV or other long term	<p><b>Medical supporting documentation must meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>. Dated and signed on headed paper.</li> <li>. The identity of the practitioner must be clear (typed name and position).</li> <li>. A diagnosis is clearly stated.</li> <li>. The condition has lasted twelve months or more and is reasonably predicted to last twelve months or more.</li> <li>. The author’s professional opinion states the student’s disability has a substantial (non-trivial) negative impact on normal daily activities (examples strengthen case).</li> <li>. The author clearly states the affect condition may have on learning and/or attendance at university.</li> </ul>	<ul style="list-style-type: none"> <li>. Appointment letters</li> <li>. Prescriptions</li> </ul>
Other learning difficulties	<ul style="list-style-type: none"> <li>. Educational Psychologist Report. Students may be asked to do another screener that is up to date. The screener must be completed at UCB.</li> </ul>	

	<p>. Detailed and up to date medical Report-This will be on a case-by-case basis depending on what evidence is received and for what learning difficulty or difference.</p>	
Menopause and Perimenopause	<p><b>Medical supporting documentation must meet the following criteria:</b></p> <p>Dated and signed on headed paper  The identity of the practitioner must be clear (typed name and position).  . A diagnosis is clearly stated.  GP letter or letter from Gynaecologist completed within the last 5 years – This will be on a case-by-case basis.</p>	<p>Prescriptions  Appointment letters</p>
Endometriosis and Adenomyosis	<p><b>Medical supporting documentation must meet the following criteria:</b></p> <p>Dated and signed on headed paper  The identity of the practitioner must be clear (typed name and position).  A diagnosis is clearly stated.</p> <p>GP letter or letter from Gynaecologist completed within the last 5 years – This will be on a case-by-case basis.</p>	<p>Prescriptions</p>

**Appendix 2 – Support plan template/ example**

<b>Student ID no:</b>	<b>Given forename(s):</b>	<b>Surname/family name:</b>
<b>DOB:</b>		
<b>Programme:</b>	<b>Year of Entry &amp; duration</b>	<b>Mode of Study</b>
<b>Award/level:</b>	<b>Placement?</b>	<b>Home student?</b>
<b>Supporting documentation received:</b>		
<b>Disability:</b>		
<p><b>Current impact of disability on student:</b></p> <p>Overview of how it affects the learner in class/ with other people -Is a PEEP needed- separate attachment uploaded on CASE tab          -Any emergency contact number if required for cancer/ seizures -Seizure action plan guidance          -Allergy guidance          -Asthmatic yes or no          -Any accommodation recommendations</p>		
<p><b>DSA Support Overview/External Provision:</b> -(Encourage students to access this support)</p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>-Assistive technology -Ink and Paper</li> <li>-Photocopying costs -Taxis</li> <li>-Text help read and write</li> <li>-noise cancelling mic and technology -Mind mapping software</li> <li>-Specialist support for Vision impairment. Hearing-BSL/ note-taker -Note-taking software</li> <li>- Study skills support sessions (If they don't get this through DSA they could access it directly at UCB)</li> <li>- Specialist Mentor</li> </ul> <p><b>In class support:</b> (Refer to guidance booklet-he reasonable adjustments for guidance)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional time to process information/answer questions</li> <li><input type="checkbox"/> Notetaking equipment</li> <li><input type="checkbox"/> Rest breaks</li> <li><input type="checkbox"/> Slides/key information to be available on Canvas before the lesson</li> <li><input type="checkbox"/> Checking of understanding/repeat instructions</li> <li><input type="checkbox"/> Coloured paper/handouts/screens/overlay</li> <li><input type="checkbox"/> Student needs to sit near the front of the class</li> <li><input type="checkbox"/> Considerations to be given around groupwork e.g. familiar people and clear guidelines</li> </ul> <p>Other</p>		

**Written Assignments and projects** (Do they get 10 days or not- refer to article 4 for what is covered)

- 10 extra working days

These are recommended strategies based on the discretion of the curriculum team and subject competency standards.

**Written Exam Support**

- Smaller room
- Scribe
- Reader
- 25% extra time

These are recommended strategies based on the discretion of the curriculum team and subject competency standards.

**Reasonable adjustments-practical; presentations** –(Please refer to guidance booklet headings)

- Presentation adjustments e.g. to a smaller group/pre-recorded/ 1-2-1 with a tutor (Delete as appropriate)
- 25% extra time

These are recommended strategies based on the discretion of the curriculum team and subject competency standards.

**Placement:**

- Rest breaks
- Additional time to process information and to collate written materials
- Considerations to be given around distance from home/having a local placement

These are recommended strategies based on the discretion of the curriculum team and subject competency standards.

**Student Sign/Print:**

**Date:**

By signing this document, you agree to have information shared with relevant curriculum teams, Exams, Hired and Registry. There will also be instances in which the information will be shared with Estates e.g. if a PEEP is required.

**Disability Support Team member:**

**Date:**

**Appendix 3- Assessment that may receive 10-day reasonable adjustment**

Please refer to Article 4 for further advice.

Dissertations	Literature Reviews
Portfolios-Refer to Q6	Projects
Mood Boards	Reflective reports
Reports Business Proposals	Analysis report
Menu production proposal or Recipe Booklet (unless falls under Q1)	Infographic
Essay	Information Packs
Annotated Poster	Learning in Work Report (unless it applies to Q1)
	Blog/ Website

These are a selection of types of assessments that may need to be submitted across academic departments and defined in the definitive documents. These will be reviewed yearly.

#### **Appendix 4 – Reasonable adjustments permissions table**

This table outlines some possible reasonable adjustments that can be made and who should take the decision. However, centres have a duty to seek advice from Awarding Bodies in any case where they are in doubt if an adjustment is needed or how it should be applied.

<b>Reasonable adjustment</b>	<b>Assessments NOT taken under examination conditions</b>	<b>Assessments taken under examination conditions</b>
Extra time up to 25%	Centre	Centre/Awarding Body/Awarding Body
Extra time up to 10% for learners using a bilingual dictionary*	CENTRE	CENTRE/AWARDING BODY
Extra time in excess of 25%	Centre	CENTRE/AWARDING BODY
Supervised rest breaks	Centre	CENTRE/AWARDING BODY
Change in the organisation of assessment room	Centre	Centre/Awarding Body
Separate accommodation within the centre	Centre	CENTRE/AWARDING BODY
Taking the assessment at an alternative venue	Centre	CENTRE/AWARDING BODY
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	Centre	CENTRE/AWARDING BODY
Use of assistive software	Centre	CENTRE/AWARDING BODY
Use of bilingual a dictionary (hard copy version)	Centre	Centre/Awarding Body
Assessment Material in enlarged format	Centre	CENTRE/AWARDING BODY
Assessment material in Braille	CENTRE	CENTRE/AWARDING BODY
Language modified assessment material	CENTRE	CENTRE/AWARDING BODY
Assessment material in BSL	CENTRE	CENTRE/AWARDING BODY
Assessment material on coloured paper	Centre	Centre/Awarding Body
Assessment material in audio format	Centre	CENTRE/AWARDING BODY
Use of ICT	Centre	CENTRE/AWARDING BODY
Responses using electronic devices	Centre	CENTRE/AWARDING BODY
Responses in BSL	CENTRE	CENTRE/AWARDING BODY
Responses in Braille	CENTRE	CENTRE/AWARDING BODY
Reader	CENTRE	CENTRE/AWARDING BODY
Scribe	CENTRE	CENTRE/AWARDING BODY
BSL/English interpreter	CENTRE	CENTRE/AWARDING BODY
Prompter	CENTRE	CENTRE/AWARDING BODY
Practical assistant	CENTRE	CENTRE/AWARDING BODY

## **Appendix 5 - Provision for FE students/ apprentices and 6<sup>th</sup> Form students**

While this policy pertains to HE students and degree-level apprentices, the following information is provided regards FE students/ apprentices and 6<sup>th</sup> Form students .

### **In-class support**

FE students and apprentices up to L3 (including those with Education Health and Care Plans) who disclose a learning need/disability and provide evidence of a diagnosis may be eligible for in-class support from an Academic Support Worker (ASW). This support may take the form of (but not be limited to) scribing, breaking down/rephrasing tasks and keeping a student on task. This support only relates to sessions taught on campus. Support can be provided in theory, support, maths and English sessions. Students may also be able to access additional support in UCB's FE Academic Skills Centre.

### **Access Arrangements for exams**

UCB apply for access arrangements for exams falling under JCQ, AIM, and VTCT. Access Arrangements can take the form of (but not be limited to) additional time, readers, scribes, rest breaks, use of a laptop, and use of a smaller room. We are bound to the procedures, evidential thresholds and deadlines of these different boards:

Joint Council for Qualifications (JCQ)

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

AIM Qualifications and Assessment Group

<https://www.aim-group.org.uk/qualifications/centres/policies-and-procedures/>

VTCT

<https://www.vtct.org.uk/wp-content/uploads/2018/10/Reasonable-Adjustments-and-Special-Considerations-Policy- v12.0-January-2024.pdf>

Once approved, any adjustments required will be sent to the Exams Unit so that they are aware and requested officially via the Awarding Body site, so that they are agreed before any formal examination takes place.

Support needs, support strategies, approved access arrangements and student progress are all recorded on Pro Monitor. In the case of students with an Education Health and Care Plan, statutory annual reviews are carried out, in addition to the tracking of progress to targets across the year.

Retention of data:

Data are kept in accordance with Awarding Body requirements, but in any event a minimum of 7 years.

### **Complaints procedure**



1. If a student feels that support is not being put into place by departments, they can discuss this with the Disability Support or department teams to try and resolve the matter in the first instance. In some cases, this may need both parties present. Other departments may need to be consulted.
2. The student may wish to follow [UCB's Complaints Procedure](#) if they want to continue with a complaint after this meeting.

The central contact for queries regarding support for FE students and apprentices is [evidence@ucb.ac.uk](mailto:evidence@ucb.ac.uk), while queries in relation to exam access arrangements is our FE Access Arrangements Coordinator at [FEEExamsSupport@ucb.ac.uk](mailto:FEEExamsSupport@ucb.ac.uk)