



## Reasonable Adjustments Policy and Procedure

### 1. Introduction

- 1.1** All higher education institutions have a legal duty to anticipate learning needs of students and provide reasonable adjustments that will remove barriers to learning success. Reasonable adjustments are usually provided for people who are considered to have a disability. A person is disabled if they have a physical, mental, or specific learning need that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Within this policy, the term 'specific learning need' encompasses the above definition.
- 1.2** The duty to provide fair and equitable assessment opportunities must be balanced with the need to protect academic standards by ensuring that there are no unfair advantages inadvertently caused by the application of reasonable adjustments. It is therefore important that reasonable adjustments are appropriate to the activity, relevant to the individual student and their needs, provide differentiated challenge to allow for attainment above the pass threshold and still allow students to be demonstrate that they have met the learning outcomes.
- 1.3** Reasonable adjustments will work within the legal guidance provided by the Equality Act 2010 and can be applied to any or all of the following:
- a)** Provisions or practices (for example, procedures, policies, course materials and teaching and assessment methods);
  - b)** Physical features (for example, access to resources, fixtures and fittings);
  - c)** Providing auxiliary aids or services (for example, equipment or human support).
- 1.4** Support for all students is available from Student Services team in line with the [Coursework Review Policy](#). The Reasonable Adjustments policy and procedure outline the further support available for those with a specific learning need.

### 2. Procedures for Reasonable Adjustments

- 2.1** The following procedures will cover additional assessment and examination arrangements for students of Norland who have specific learning needs and that are within the agreed policy above.
- 2.2** Applications for reasonable adjustments should be made by email to the Student Services Team
- 2.3** Students can either apply themselves or any member of the academic team may make a referral on behalf of the student.
- 2.4** Where a student has declared a specific learning need in their application to Norland, they will automatically be invited to a 1-1 meeting with a member of Student Services at which the need for reasonable adjustments will be discussed.



- 2.5** Students are encouraged to make their application for reasonable adjustments as soon as possible, during or just after welcome week. All possible reasonable adjustments will be discussed with a member of the Student Services team.
- 2.6** An assessment document will be completed and signed by both parties. All student data is stored in line with Norland's data protection policy and Norland's data retention schedule. For further information on how student data is held and used, please refer to the [student privacy notice](#).
- 2.7** The Student Support Officer will endeavour to complete the process as quickly as is possible, but please note that it may be necessary for the Student Services Team to liaise with colleagues before a final decision is made. Confidentiality will be adhered to as far as is practicable.
- 2.8** Students are usually required to provide evidence of the reason for applying for reasonable adjustments. Evidence must be from a credible source with the expertise to identify the specific learning need. Acceptable evidence includes medical reports, psychiatric reports or Disabled Student Allowance letters. It is helpful to have these before the application for reasonable adjustments or within seven days of the assessment. Reasonable adjustments will not usually be put in place without evidence of the specific learning need.
- 2.9** Norland recognises that, occasionally, it may be difficult to provide evidence for needs that are unspecified or undiagnosed but have been recognised by the academic team. Examples include an undiagnosed learning need which impacts upon the student's processing speed or a student with English as an additional language, where, in the professional judgment of the academic team, written assessments do not fully reflect the student's understanding. In these cases, it may be possible to put in place temporary reasonable adjustments while a more formal assessment of the need is arranged. In these cases, the professional judgment of the academic team will provide the necessary evidence for the temporary reasonable adjustment.
- 2.10** Temporary reasonable adjustments may only be in place for one assessment. If temporary reasonable adjustments are required for more than one assessment, for example if there is a delay in the assessment of the specific learning need, the [Mitigating Circumstances procedure](#) should be used.
- 2.11** Once reasonable adjustments have been approved, they will be in place for the remainder of the student's programme of studies. It is possible that there will be further amendments applied to meet the student's specific learning needs, where changes occur.
- 2.12** The type of adjustment recommended will vary for each student, depending on individual circumstances and will be at the discretion of the Student Services team, if necessary in consultation with the Quality and Standards team. Possible reasonable adjustments include additional time to complete assessments or alternative assessment instruments that still test the learning outcomes with the same rigour as the standard assessment instrument for that module.



- 2.13** When a student's specific learning need means that they would benefit from extra-time, this would normally be 25% additional time added to the duration of an exam or other timed assessment. In the case of producing an essay, dissertation or other written assessment this would extend the submission deadline by an extra 7 days.
- 2.14** Circumstances will occasionally arise where a student needs to apply for these additional arrangements after the start of the academic year. In such cases we will endeavour to put these arrangements in place as quickly as possible, but implementation at short notice – such as immediately prior to an assessment – is not guaranteed. If necessary, the student should use the [Mitigating Circumstances procedure](#) while waiting for a reasonable adjustment assessment.
- 2.15** Reasonable adjustments are put in place when the student receives a letter from the Student Services team, detailing what reasonable adjustments are agreed.
- 2.16** The Student Services team will share the approved reasonable adjustments with the academic team to ensure that the student is appropriately supported.
- 2.17** The Student Services team will continue to monitor and update any reasonable adjustments put in place with the student and other relevant parties.
- 2.18** Whether or not to apply reasonable adjustments and the type of reasonable adjustments approved are matters of professional judgment and cannot be disputed. Should a student not be satisfied with the outcome of the assessment for reasonable adjustments, they can appeal the decision. An appeal may only be made on the following grounds:
- 2.18.1** If the student believes that a procedural error has occurred
  - 2.18.2** If new information comes to light that was not available at the time of the assessment for reasonable adjustments.
- 2.19** If a student wishes to appeal against a reasonable adjustments assessment decision, they may do so by following [the Academic Appeals policy](#)



[NB: The table below should be completed by the document owner and attached to every College Policy Document.]

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