



Reasonable Adjustment Policy (HE Students and Higher-Level Apprentices) 2026 - 2028

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. POLICY STATEMENT

- 1.1. The College and University Centre Askham Bryan ('UCAB') recognises the importance of its legal obligations under the Equality Act 2010 and is committed to inclusive practices to ensure that all students are treated fairly and with dignity and respect.

2. PURPOSE

- 2.1. The purpose of this Policy is to set out the UCAB's approach to ensure that students receive an inclusive learning experience which means that all students are offered learning opportunities that are easily accessible to them.

3. SCOPE AND LIMITATIONS

- 3.1. This policy and procedure applies to all students studying on higher education and higher and degree level apprenticeship programmes at Askham Bryan College, across all sites which are validated by Askham Bryan College and other validating partners. For the purpose of this procedure higher education provision will be referred to as UCAB or University Centre Askham Bryan.
- 3.2. This policy and procedure are of particular relevance to students with disabilities, special educational needs or long-term medical conditions. The policy has been developed with reference to good practice available within the sector. The policy highlights the requirements with the Equality Act 2010 for staff to ensure that the teaching and learning experience is inclusive for all students. Depending on the need of an individual disabled student, the means by which that student is enabled to demonstrate the required academic standard can be adjusted/adapted.
- 3.3. The factors that will be taken into account include:
- whether taking any particular steps would be effective in overcoming the substantial disadvantage;
 - the extent to which it is practicable to take such steps;
 - the effect of the disability on the individual;
 - the financial and other costs of making the adjustment;

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- the organisation's resources and size and the availability of financial or other assistance;
- health and safety requirements, and
- the relevant interests of other people.

3.4. These adaptations or adjustments might involve, for example:

- adapting materials used in an assessment to aid accessibility;
- providing assistance during assessment;
- re-organising the assessment location's physical environment and facilitating the use of assistive technology and a computer.

3.5. In some cases, it may be most appropriate to provide for alternative assessment arrangements to prevent disadvantage whilst ensuring there is appropriate academic rigour.

3.6. Mitigating Circumstances is classed as a reasonable adjustment on the basis of the students DSA or HE Learning Support Record as aligned to the Equality Act 2010.

3.7. This policy should be read in conjunction with other UCAB policies relating to the support of disabled applicants and students. These include, but are not limited to, the UCAB Admissions Policy, Askham Bryan College Fitness to Practice Policy, Askham Bryan College Positive Behaviour Policy and the HE Guide for Disabled Students.

3.8. Reasonable adjustments are those based on the specific circumstances or needs of individual students that may be required to ensure that a disabled student is not placed at a disadvantage. In making judgements on what is reasonable, account must also be made for maintaining academic standards, the health and safety of the individual and others, practical and financial feasibility and ensuring that others are not, as a consequence of adjustments, placed at a substantial disadvantage.

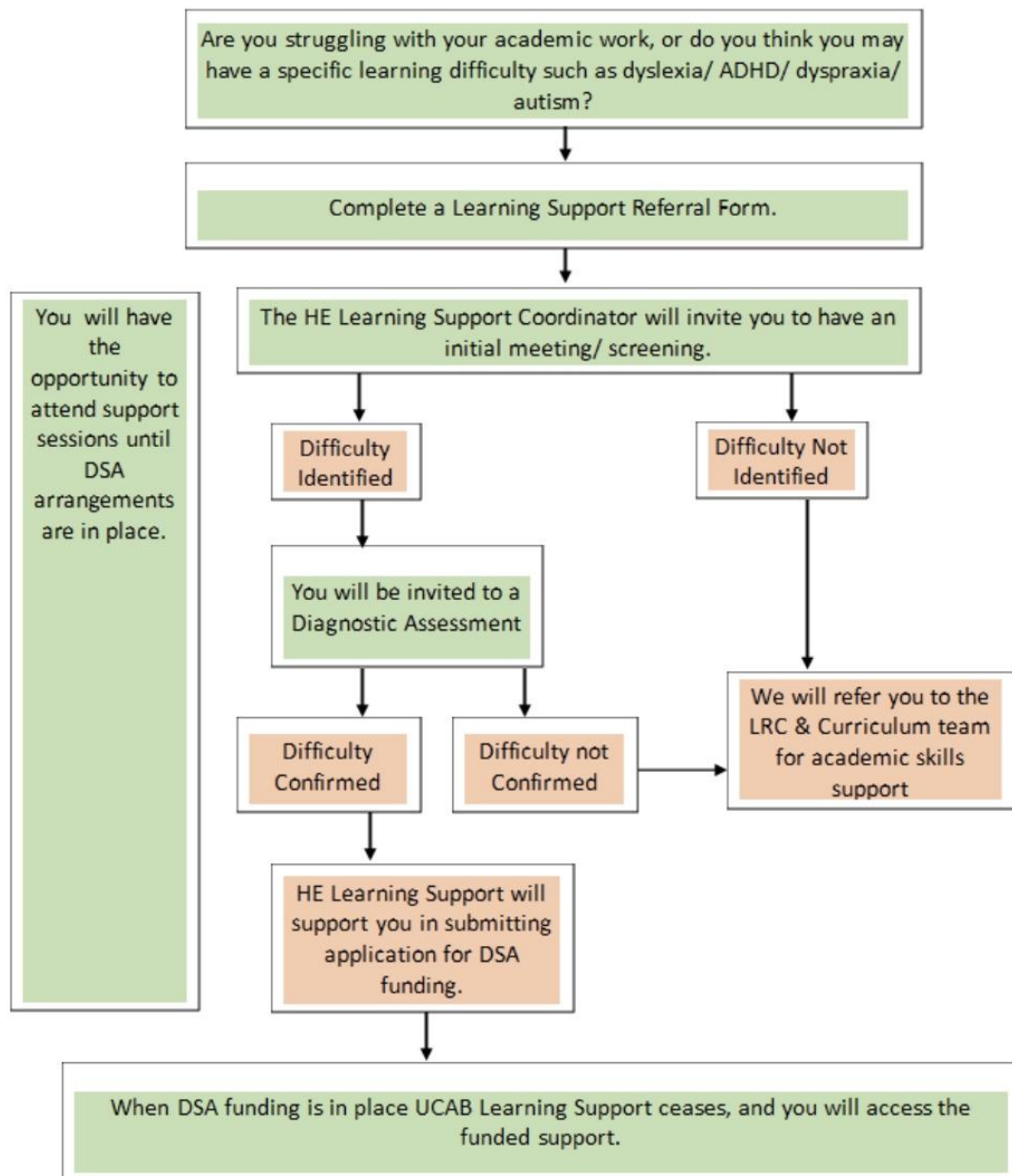
3.9. UCAB's policy is to operate in an inclusive manner, in anticipating the diverse needs of all students, wherever possible. Where, however, a student has a disability which needs individualised adjustments to learning, teaching and assessment practices, the HE Learning Support Coordinator will liaise with curriculum teams to determine what reasonable adjustments could be put in place. If it is agreed that alternative assessments can be put in place the HE Learning Support Coordinator will inform the course manager and module leaders of the alternative assessments that need to put in place.

3.10. Normally the requirements of the reasonable adjustments will be informed by psychologists' reports, diagnostic assessments or medical evidence from recognised professionals, however although there is no obligation on a student to make us aware of a disability we are under a duty to make reasonable adjustments where we have either actual or constructive knowledge of a disability, in such circumstances reasonable adjustments would be made as appropriate. UK students with a disability, including dyslexia, may be eligible for support through the Disabled Students' Allowances (DSA). These allowances are intended to assist UK students with disabilities who are studying in Higher Education.

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- 3.11. Records relating to a student's disability will be retained in line with extant data protection regulations and college policy, following the conclusion of study, for the purpose of answering any complaints or appeals. For students where a dispute is ongoing or is in reasonable contemplation for which there is a statutory limitation period, the records relating to the issue in dispute will be kept for the relevant statutory limitation period.

3.12. Procedure for Accessing HE Learning Support & Reasonable Adjustments Requests



3.13. If student is not eligible for DSA, but does require reasonable adjustments under the Equality Act 2010 and the request for reasonable adjustment request costs up to and including £500 year then the decision will be made by the budget holder. Requests costing over this amount will not be able to be supported.

- **Request Approved:** Where a student's request is approved then UCAB will fund the support and make arrangements for the support to be put in place. Approval will state the conditions which must be satisfied by the student for the adjustment to continue.
- **Request not approved:** Any student not satisfied with the outcome of a reasonable adjustment request should follow the Complaints Policy 2023-2025 available at [this link](#).

4. SOFTWARE

- 4.1. A range of assistive technology software is available for use by students, where appropriate. These will be allocated, as appropriate, to students whose reasonable adjustment requests are approved.

5. ADJUSTMENT TO ASSESSMENT ARRANGEMENTS

5.1. Assessment Arrangements

- 5.1.1. Assessment arrangements should be organised to ensure that a student's disability does not, unfairly, disadvantage them in demonstrating that they can satisfy module learning outcomes and demonstrate UCAB Graduate Attributes. Reasonable adjustments typically include revising the assessment arrangements and, in those circumstances where this is not appropriate, offering an alternative mode of assessment which align with the UCAB Graduate Attributes. Any reasonable adjustments agreed will need to meet any Professional, Statutory and Regulatory Body (PSRB) requirements.

5.2. Examinations/Time Constrained Assessments (TCA's)

- 5.2.1. Reasonable adjustments must be requested to the HE Learning Support Coordinator normally no later than the end of the 2nd week in November for the January examinations/ TCA's window and no later than the end of the 2nd week in March for the Summer examination/ TCA window.
- 5.2.2. For FdSc Veterinary Nursing level 4 examinations in the Feb-April examination/ TCA window requests for reasonable adjustments should normally be no later than the end of the 2nd week in November.
- 5.2.3. Requests made later than these periods for making reasonable adjustments cannot be guaranteed to be approved although UCAB will give consideration where there are mitigating circumstances to do so. Students are made aware of such deadlines and UCAB needs a reasonable period of time in which to make separate arrangements for individual students.

5.3. All Other Assessments

- 5.3.1. Where time constrained assessments are organised outside of the formal examination/ TCA periods, tutors are responsible for liaising with the HE Learning Support Coordinator to ensure that these adjustments are made. Students must make the HE Learning Support Services aware of their needs at least four weeks in advance of such assessments, so that any reasonable adjustments can be considered.

- 5.4. **Alternative Modes of Assessment:** In circumstances where adjustments to assessment arrangements are not sufficient to overcome the disadvantage of a student that is caused by their disability, any requests for alternative modes of assessment would need to meet the requirements of the PSRB.
- 5.5. **Curriculum Modification:** During the course development process all aspects of the curriculum should be planned wherever possible to be inclusive in nature. Any requests for curriculum modification should be made but would need to meet the requirements of the PSRB.
- 5.6. **Mitigating Circumstances:** Circumstances related to reasonable adjustment plans as stated by the students DSA or HE Learning support as covered by the Equality Act (2010). Under these circumstances students need to complete the relevant mitigating circumstances request process, but no further evidence needs to be provided and will be confirmed by HE Learning Support. The relevant Mitigating Circumstance Panel will be sensitive to applications from students with reasonable adjustments (see Mitigating Circumstances Policy and Procedures). Apprenticeships students should follow FE/ Apprenticeships policy and process.

6. RESPONSIBILITIES

6.1. The Head of HE Academic Services and Quality Assurance will:

- Have overall responsibility for ensuring compliance with this policy.
- The Head of HE Academic Services and Quality Assurance will be assisted by the HE Learning Support Coordinator to ensure compliance with this policy.
- The Head of HE Academic Services and Quality Assurance will maintain oversight of the effectiveness of these arrangements. This policy and the implementation arrangements which underpin it will be reviewed annually by the Head of HE Academic Services and Quality Assurance.

6.2. The HE Learning Support Coordinator will:

- arrange screenings, initial and expert assessments of disability or specific learning difficulties, such as dyslexia;
- arrange needs assessments in support of identifying reasonable adjustment requirements;
- support students in making DSA claims (i.e. consumable allowances);
- arrange with the Examination's Team provision of specialist support, including readers, sign-language interpreters, note-takers, lip readers and non-medical personal assistants;
- negotiate with the Module Leader any special assessment arrangements
- arranging for information materials to be made available in alternative formats (e.g. Braille or audio formats);
- arrange, with the Library Manager, specific reasonable adjustments in the library;
- be the point of contact for the coordination of DSA support from external providers
- log on Pro-Monitor support and reasonable adjustments required for individual students

6.3. The Learning Support Assistant will:

- Support the HE Learning Support Coordinator with carrying out initial interviews
- Assist the HE Learning Support Coordinator in supporting students to make DSA claims
- Provide interim learning support for students awaiting confirmation of DSA awards
- Provide learning support for students identified as not eligible for DSA, but awarded UCAB reasonable adjustments

6.4. Course Managers:

- will signpost students to HE Learning Support if they or the student feels that a reasonable adjustment is required, and record on Pro-Monitor that they have signposted the student
- will discuss in 1:1 tutorials with students if/ how learning support/ reasonable adjustments (as stated on the students Pro-Monitor) are being accessed and supporting their development and record these conversations on Pro-Monitor
- ensure that all course level materials are inclusive in nature

6.5. The Module Leader and/or Module Tutor will:

- ensure that all module level learning materials are inclusive in nature
- ensure that all reasonable adjustments (as stated on the student's Pro-Monitor) are met for students on their module
- inform the Course Manager if they or the student feels that a reasonable adjustment needs to be made

7. SUPPORTING/RELATED DOCUMENTS

- Guidance for Accessing Learning Support in Higher Education
- HE Assessment Policy
- HE Student Admissions Policy and Procedure
- Admissions Policy (FE and Apprenticeships)

8. RELEVANT LEGISLATION

8.1. In all aspects of this policy the College will comply with the following legislation:

- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

9. DOCUMENT HISTORY

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