

Reasonable Adjustment Procedure

Please note that as a student of the BCNO, your studies are subject to the policies and regulations of the BCNO. In some cases, the policies have been amended to make them specifically relevant to the BCNO Group and the requirements of the General Osteopathic Council. If you require further guidance, please contact the Quality Department: quality@bcnogroup.ac.uk

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1.0 Introduction

- 1.1 BCNO seeks to provide equal access for its disabled students through inclusive design where possible and, otherwise, through reasonable adjustments. This commitment builds upon the foundation of equality legislation and anti-discrimination guidance.
- 1.2 The Reasonable Adjustment Procedure provides a framework for the effective implementation of reasonable adjustments for all disabled students at BCNO.

Scope

- 1.3 The Equality Act (2010) provides protection against discrimination, harassment, and victimisation on the grounds of disability and other protected characteristics.
- 1.4 A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This encompasses individuals with physical or sensory impairments, mental health challenges, specific learning difficulties, and a range of chronic or fluctuating conditions.
- 1.5 It is unlawful to discriminate against a disabled person in relation to the provision of education and related services. However, it is lawful to treat a disabled person more favourably because of their disability.
- 1.6 It is a legal duty for higher education institutions to anticipate needs and make reasonable adjustments so that disabled students are not placed at a substantial disadvantage compared to students who are not disabled. The duty arises in relation to all aspects of the student experience, including:
 - provisions, criteria, or practices (for example, procedures, policies, course materials, and teaching and assessment methods).
 - physical features (for example, access to buildings, fixtures, and fittings).
 - providing auxiliary aids or services (for example, equipment or human support).
- 1.7 Inclusive design of curriculum content can ensure that accessibility is embedded in activities for all students' learning, teaching, and assessment.
- 1.8 The duty to make reasonable adjustments is anticipatory: it requires BCNO to plan ahead and anticipate the likely needs of disabled students, rather than waiting until adjustments are proposed. BCNO should therefore ensure, where possible, that adjustments to policies, practices, and procedures have been made in advance to reduce or remove the barriers to disabled students.
- 1.9 The purpose of the duty is to take reasonable steps to remove or avoid disadvantage so that disabled students can effectively participate in the education and other benefits, facilities, and services provided for students. Failure to comply with the duty to make reasonable adjustments is considered discrimination.

- 1.10 The duty requires that only adjustments that are reasonable are made. What is reasonable will usually depend on the individual circumstances of the case. In assessing what is reasonable, BCNO should take the following into account:
- the effect of the disability on the individual student.
 - the effectiveness of the particular steps in removing or overcoming the relevant disadvantage.
 - the relevant interests of other people, e.g., whether an adjustment would result in a significant disadvantage for other students.
 - the practicality of the changes.
 - any potential health and safety issues.
 - the financial and other costs of making the adjustment.
 - the type of education/provision or other benefit, facility, or service being provided by the BCNO.
 - the extent to which aids and services will otherwise be provided to disabled students (e.g., local authority support)
- 1.11 Reasonable adjustments should not compromise the academic standards of programmes or modules, as the Equality Act places no duty to make a reasonable adjustment to a competence standard.
- 1.12 A competence standard is 'an academic, medical, or other standard, applied for the purpose of determining whether a person has a particular level of competence or ability'. A competence standard must apply equally to all students, be genuinely relevant to the programme, and be a proportionate means to achieving a legitimate aim.
- 1.13 There is however a duty to make reasonable adjustments to the way in which a competence standard is assessed so that disabled students are not disadvantaged as a result of their disability. Reasonable adjustments must not affect the validity or reliability of the assessment outcomes.

2.0 Policy

- 2.1 The purpose of this policy is to:
- Inform students about how to access support,
 - Support the University in complying with the requirements of relevant legislation,
 - Clarify where responsibility lies for the identification and implementation of reasonable adjustments,
 - Outline the necessary steps for the effective implementation of reasonable adjustments,
 - inform students how to appeal a decision made in relation to a reasonable adjustment.
- 2.2. BCNO requires the Student Health Questionnaire to be completed by all students before the commencement of the course. This helps Registry and the Student Welfare Officer to prepare for student need in advance.

- 2.3. BCNO's quality assurance processes ensure that both ESO and BCOM reflect on equality and diversity of learning, teaching, and assessment.
- 2.4. As a student, you are responsible for:
- disclosing a disability at the earliest opportunity.
 - providing evidence to support the disability (such as a diagnostic assessment for learning impairments, medical or GP's letters/reports for physical or mental health conditions, or existing DSA needs assessment).
 - attending meetings as requested to discuss your needs.
 - disclosing any changes such as increased impairment (e.g., because of a deteriorating condition) requiring new adjustments or a modification of existing adjustments.
 - providing documentation to support the recommended adjustments.

3.0 Procedure for identifying and implementing individual reasonable adjustments

- 3.1 Applicants who have disclosed a disability and have accepted an offer are asked to provide more information about their disability together with supporting evidence, and to work with the Student Welfare Officer to ensure that reasonable adjustments are in place as soon as possible.
- 3.2 You should also disclose a disability whilst on your programme as soon as you become aware of it or its impact on your ability to access your programme or other student service. You may visit or contact the Student Welfare Officer and disclose directly.
- 3.3 If you want your disability information to remain confidential, you will be advised if this will restrict the adjustments that can be made for you. This would be the case if circumstances are such that staff would need to know who you are in order to make the relevant adjustment.
- 3.4 You will have the opportunity to have a needs assessment with the Student Welfare Officer to identify reasonable adjustments.
- 3.5 The Student Welfare Officer will consider whether the standardised BCNO adjustments meet your specific needs and will then consider whether individual adjustments are also required. In determining individual reasonable adjustments, the Student Welfare Officer will take into account the factors set out in paragraph 1.10 relating to reasonableness, and in particular:
- Your individual circumstances and the programme.
 - The effectiveness of the adjustment.
 - Your previous experience of the adjustment, and the time and resource required to implement the adjustment.

- 3.6 If you are able to access external funding for a reasonable adjustment, for example through the DSA, BCNO expects you to access such funding. Applying for DSA will involve:
- Making an application and providing medical evidence,
 - Attending a DSA needs assessment appointment,
 - Accepting the needs assessment recommendations.
- 3.7 BCNO is not obliged to offer the student their preferred adjustment when an alternative reasonable adjustment would be equally effective.
- 3.8 If you choose to share your DSA needs assessment report, the Student Welfare Officer will be able to review previous identified reasonable adjustments to assess if any additional adjustments are required.

4.0 Reasonable adjustments: Registry department

- 4.1. All reasonable adjustments are recorded on your student record and made available to only to relevant staff at BCNO as is necessary to put in place reasonable adjustments.
- 4.2. Reasonable adjustments will be considered on an individual basis, which means that a broad and diverse range of adjustments may be recommended. However, there are a number of standardised reasonable adjustments that are put in place to help to overcome common barriers. In the case of standardised reasonable adjustments, it is the expectation that the BCNO will implement these when requested by the Student Welfare Officer without the need for further consultation. Standardised adjustments include:

Learning and teaching

- Providing electronic copies of lecture material in advance electronically (e.g., lecture slides, handouts, or lecture notes provided in advance).
- Providing a recording of lectures or, where this is not possible, an equally effective reasonable alternative.

Library Services

- Extended library loans,
- Use of assistive equipment in libraries.

Reasonable Adjustments in Assessments

- Reasonable adjustments in respect of marking and the identification of work from students with disabilities affecting written expression.
- Alternative forms of assessments and standardised adjustments in written examinations.

- A number of reasonable adjustments to examinations are already permitted as standard on the basis of a needs assessment being carried out by the Student Welfare Officer and supporting evidence being provided. These are:
- Extra time
- Use of a laptop
- Alternative format for exam papers
- Use of own equipment
- Provision of an adjustable chair and/or desk/footrest/writing slope.

- 4.3. Where the mode of assessment puts a disabled student at a substantial disadvantage when compared with students who do not have that disability, BCNO will consider other alternative modes of assessment, where it does not impact on the competency standards.
- 4.4. Requests for consideration of an alternative mode of assessment will be for exceptional cases and will be considered on a case-by-case basis.
- 4.5. In deciding on the appropriateness of an alternative mode of assessment BCNO will need to be guided by the competence standards for the programme. The programme specification and GOSC standards should provide the basis for determining them.
- 4.6. It may not always be possible to provide an alternative mode of assessment, for example, where the mode of examination and the competence standard are inextricably linked. However, where a request is declined, the reasons for this decision will be stated with reference to the key competencies of the programme.

5.0 Consultation Process

- 5.1. As a student you will be able to discuss your recommended adjustments and agree them with the Student Welfare Officer.
- 5.2. The Student Welfare Officer will liaise with the member of staff responsible for implementing reasonable adjustments for your programme and make recommendations on what you require. The Head of Department will consider the requested adjustments and determine if adjustments can be put in place and discuss any concerns about recommended adjustments with the Student Welfare Officer. Adjustments which impact on competency standards may not be permitted.
- 5.3. BCNO recognises that your ability to access learning and teaching may be hampered without your support adjustments in place and will work with all parties to ensure adjustments can be made in a timely way.

Auditing

Policy Name:	Reasonable Adjustment Procedure		
Policy Owner:	Student Welfare Officer		
Policy Approver:	Student Inclusion, Welfare and Attendance Committee		
Audience:	Students; Faculty; Staff; Stakeholders		
Storage Location:	Website, VLE		
Effective Date:	12.2023		
Review Date: <small>(Unless other revisions are required prior to this date)</small>	01.2025		
Version:	2.1		
Equality Impact Assessment:	Are there any implications for a protected characteristic group as defined by the Equality Act 2010 in this policy?		
	<input type="checkbox"/> Positive Impact	<input type="checkbox"/> Negative Impact	<input checked="" type="checkbox"/> Neutral
Details:			

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