

Reasonable Adjustments Policy

September 2025

Scope	All Staff, Students, and Prospective Students.
OFS Condition	B4
Strategic Plan	Pillar 2
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Approved by the Board of Governors

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1.Introduction

1.1 UK Business College (UKBC) is committed to supporting students' well-being as they work towards achieving their academic and personal potential. Staff and students together form a campus community that facilitates learning within a culture of mutual respect, where individual rights, responsibilities, and diverse needs are promoted and celebrated

2. Scope of the Policy

2.2 This policy focuses on supporting students to achieve their potential by identifying and addressing key barriers that may arise during their educational journey with UKBC.

These include:

- Physical or mental health needs and disabilities
- Support for students with additional learning needs
- Reasonable adjustments (see Appendix 1)
- Additional support during assessment periods

2.3 UKBC is committed to providing an educational experience that is free from threat, oppression, or abuse, and that celebrates equality and diversity in line with the Equality Act 2010. The Student Code of Conduct reinforces the principle that bullying and harassment are unacceptable and inconsistent with UKBC's vision and mission.

2.4 Student Support Staff are available to assist all students with mental health needs, whether these arise within or outside the College. In line with the Safeguarding and Prevent Policy, students are encouraged to discuss concerns privately with a member of staff, such as their Personal Academic Tutor (PAT), support staff, or another trusted member of staff.

2.5 All staff are expected to set a positive example by promoting mutual respect and cooperation within the UKBC community, and will provide advice and guidance on accessing mental health support during induction and through information available on the College website.

3. Physical Needs, Mental Health Needs and Disability

3.1 Students are encouraged to speak to staff at any stage of their academic journey if they experience a health need and/or disability.

3.2 The Equality Act 2010 legally protects students from discrimination and requires education providers to make reasonable adjustments to prevent students from being disadvantaged during their studies.

3.3 Under the Act, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

- *Substantial* means more than minor or trivial.
- *Long-term* means the impairment has lasted, or is likely to last, at least 12 months or for the rest of the person's life.

3.4 Although normal day-to-day activities are not exhaustively defined in the Act, they generally include activities people do regularly, such as eating, washing, walking, reading, writing, and communicating.

3.5 Disabilities declared to UKBC are coded in line with the Higher Education Statistics Agency (HESA) categories and may include (but are not limited to):

- Specific learning difficulties such as dyslexia, dyspraxia, or AD(H)D
- Social/communication impairments such as Asperger's syndrome or other autistic spectrum disorders
- Long-standing illnesses or health conditions such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- Mental health conditions such as depression, schizophrenia, or anxiety disorders
- Physical impairments or mobility issues, e.g., difficulty using arms, using a wheelchair, or crutches
- Deafness or serious hearing impairment
- Blindness or serious visual impairment uncorrected by glasses
- Other disabilities, impairments, or medical conditions not listed above

4. Support for Students with Additional Learning Needs

4.1 UKBC is committed to continuously developing academic processes to support all students' learning and progression. This includes making reasonable adjustments to teaching, learning, and assessment activities where relevant and practical.

4.2 All applications are initially assessed on academic merit, without consideration of disability. The College will then make practicable and reasonable adjustments for applicants and students who disclose a disability or require additional support. Where appropriate, UKBC will align its policies and procedures with those of its partner universities or awarding bodies to ensure consistency in supporting students.

4.3 The College is committed to improving its support systems, particularly for vulnerable students experiencing difficulties. Information about students' needs will be managed in accordance with established industry practices and confidentiality requirements. Our inclusive approach is reflected in our commitment to making reasonable adjustments across learning, teaching, and assessment activities.

5. Reasonable Adjustments

5.1 Reasonable adjustments may be applied automatically to:

- Assessment – e.g., additional time or adapted examination conditions.

- Learning and teaching – e.g., provision of slides in advance, use of appropriate fonts and colour contrasts.

5.2 All students who declare a disability at any point during their academic journey will be supported to apply for and access Disabled Students' Allowances (DSA).

5.3 Information regarding students' disabilities or support needs will be treated confidentially and only shared with relevant staff when necessary to enhance the student's learning experience and environment. Students will be informed about how their information will be managed, and verbal consent will be sought before any disclosure, except where disclosure is required to protect the student or others (as set out in the Safeguarding and Prevent Policy).

5.4 When a disability or health need is disclosed, discussions will take place to determine personalised support and reasonable adjustments. If additional support from external agencies is needed, referrals will be made.

5.5 Where the nature of a health condition affects a student's ability to complete their qualification within the planned timeframe, discussions will take place—at an appropriately sensitive time—regarding temporary deferment of study in line with the Fitness to Study Policy, with the expectation that the student will be able to resume and complete their studies.

5.6 Reasonable adjustments will also be applied at the admissions stage for prospective students, ensuring that all applicants have a fair and equitable opportunity to engage with the admissions process, including interviews, assessments, and any other entry activities

5.7 Applicants with disabilities, specific learning difficulties, or other support needs are encouraged to disclose these at the earliest opportunity. This enables the College to make appropriate reasonable adjustments to remove or reduce any barriers during the admissions and interview stages.

6. Additional Support During Assessment Periods

6.1 Unplanned or severe health and well-being events can significantly affect a student's ability to meet assessment deadlines. UKBC will support students in accordance with its partner universities and awarding body Academic Assessment Regulations to minimise disadvantage and uphold academic integrity.

6.2 Students who require additional support or advice in such circumstances should contact their PAT and/or Student Support as soon as possible.

6.3 In line with current awarding body requirements (Pearson), any reasonable adjustments cannot affect the integrity of assessment outcomes, or give the student an assessment advantage over other students undertaking the same or similar assessments.

6.4 UKBC will record all reasonable adjustments made in relation to internal assessments.

Appendix 1. Additional Supporting students through individual reasonable adjustments: an overview

Introduction: What are reasonable adjustments?

The Equality Act 2010 imposes a duty upon higher education institutions to make reasonable adjustments to support students with disabilities in Higher Education. A reasonable adjustment is any action which is taken arising out of the legal obligation to overcome disadvantage experienced by a person because of having a disability. 'Disability' includes long term health conditions, mental health conditions and specific learning difficulties such as dyslexia.

In relation to students, a reasonable adjustment may be defined as an accommodation or alteration to existing admission arrangements, academic programmes, learning and teaching, student services, examination arrangements and rules relating to qualifications where these contain inherent barriers for students with disabilities. The implementation of a reasonable adjustment aims to enable students to access higher education without disadvantage within a framework of academic standards. There is however no duty to adjust a 'competence standard' to make allowance for a disability.

Examples of reasonable adjustments

Examples of reasonable adjustments for students with evidence of a disability of Specific Learning Difficulty (SpLD) include, but are by no means limited to:

Physical adjustments: for example, putting in a ramp for a wheelchair user, using contrasting coloured flooring to help people with visual impairments to see changes in floor level, or allocating parking spaces for use by disabled staff or students.

Special study arrangements: for example, modifying course materials and curriculum resources or allowing a disabled student to suspend their studies for a period.

Additional examination recommendations: for example, allowing the use of a word processor, providing examination scripts on coloured paper, using a different method of assessment for a disabled person, or allowing a disabled person extra time to complete their exam, where feasible.

Anticipatory reasonable adjustments

UKBC also has an anticipatory duty to act in advance and make adjustments to remove any disadvantage that might reasonably be foreseen as likely to affect students or service users with disabilities. For example, ensuring that there is a functional lift on campus and making provision for evacuation of disabled students in an emergency.

Who is responsible for putting in place reasonable adjustments?

Recommendations for reasonable adjustments for students enrolled at UKBC are made by Student Support Services and can be identified via the Student Management System (SMS). Recommendations are communicated to staff on a need-to-know basis, including to Personal Academic Tutors, Module Coordinators, Operation Manager. This process is facilitated by Student Support Services; however, it is everyone's responsibility to act on reasonable adjustments and to ensure that these are maintained in place and to make anticipatory reasonable adjustments through inclusive approaches to learning and teaching.

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