

OnCampus Student Disability and Inclusion Code of Practice

(with associated guidance)

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Document Reviewers

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Relevant Documents

Policy
CEG Equality and Diversity CEG Dignity at Work OnCampus policies: Reasonable Adjustments; Learning Teaching and Assessment; Extenuating Circumstances; Assessment; Student Complaints; Wellbeing and Support to Study; Appeals
Legislation and Guidance
Equality Act 2010 https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/disabled-students/advice/

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1. Introduction and Purpose

1.1 This Code of Practice sets out the OnCampus commitment to creating an inclusive environment for disabled students. It will contribute to the ongoing development of an inclusive approach to student learning and assessment through the core principles of equality and diversity.

1.2 OnCampus will aim to ensure that, as far as possible, support which is appropriate to a disabled student's needs is provided. The law requires 'reasonable adjustments' to be made to ensure disabled students are not discriminated against and are not placed at a 'substantial disadvantage'.

2. Scope and Definitions

This Code of Practice covers students.

'The Equality Act 2010' (the "Equality Act"), consolidates the Disability Discrimination Act 1995, the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005.

The formal definition of a disability as defined in the Equality Act is: "A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities."

<https://www.legislation.gov.uk/ukpga/2010/15/section/6>

The Act includes additional explanation of these terms:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months.
- 'Normal day-to-day activities' include everyday things like eating, washing, walking, and going shopping.

The NHS England definition of special education needs is: "A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support." <https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/>

This Code of Practice covers a wide range of needs including:

- Cognitive and learning needs e.g. dyslexia, dyspraxia, dyscalculia
- Communication and interaction needs e.g. Autism Spectrum Disorder, speech, language and communication
- Sensory and physical needs e.g. hearing impairment, vision impairment, multi-sensory impairment, physical disability
- Social, emotional and mental health needs e.g. Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, mental health conditions.

3. Purpose

3.1 This Code of Practice reinforces the OnCampus commitment to ensuring equality for our diverse student body. It supports disability inclusion and accessibility and demonstrates how OnCampus meets its legal duties to provide reasonable adjustments as outlined in the Equality Act.

3.2 OnCampus is committed to addressing the barriers to inclusion which adversely impact upon disabled people, affecting the ability to meet their needs, rights and requirements. This Code of Practice sets out the options available to students, including those with mental health disabilities, in seeking support or adjustments to their study environment.

4. Aims

4.1 This Code of Practice sets out the OnCampus commitment to disabled students, providing a framework to contribute to the ongoing development of an enabling environment for all. It addresses some of the specific operational aspects for students and aims to provide guidance for students and staff.

5. Overarching Principles

5.1 OnCampus is committed to creating an inclusive, safe and supportive environment for all students and to promoting their positive mental health and wellbeing.

5.2 OnCampus encourages an environment of openness and early sharing of a disability at application stage for students is encouraged. Proactive steps are taken throughout the admissions process to encourage disclosure and offer a safe and supportive environment for students to share disability related requirements.

5.3 All shared disability information is kept confidentially in accordance with relevant Data Protection legislation and CEG Data Protection Policy.

5.4 OnCampus will take appropriate steps to make reasonable adjustments for disabled students that meet their individual needs, are relevant, appropriate, inclusive, and in accordance with OnCampus and CEG policies and procedures and equality legislation. This will include support and training for staff.

5.6 OnCampus will, where appropriate or necessary to do so, work with its partner universities and landlords to assess what physical reasonable adjustments can be made to buildings, where OnCampus has no right to make any alterations itself.

6. Responsibilities

6.1 OnCampus will always aim to promote wellbeing and embed support for all current students, including disabled students, together with actively encouraging disabled prospective students to join. These responsibilities are delegated to appropriate representatives from central departments and Centres.

6.2 It is the responsibility of the Central Academic Team and Director of Student Experience and Safeguarding to assess and support reasonable adjustments for students.

6.3 It is the responsibility of staff working with students to provide reasonable adjustments for students to support their learning.

6.4 It is the responsibility of the student to inform OnCampus of a disability/disabilities.

7. The Legal Framework

7.1 The Equality Act came into force on 1 October 2010. The Equality Act consolidates and brings together previous anti-discrimination law (such as the Disability Discrimination Act 1995) into one piece of legislation. The Equality Act establishes nine 'protected characteristics', on the grounds of which it is unlawful to discriminate against a person. These are: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation; pregnancy and maternity; marriage and civil partnership.

7.2 The Equality Act prohibits direct discrimination, indirect discrimination, harassment and victimisation.

7.3 OnCampus will consider and assess and take such steps as are reasonable to provide adjustments or aids if a disabled person is substantially disadvantaged by a provision, criterion, or practice, a physical feature of the premises or the absences of an auxiliary aid or service.

7.4 If students feel they have been subject to discriminatory treatment, they are encouraged to make use of the OnCampus Students Complaints Policy.

8. Temporary Conditions

8.1 OnCampus recognises that not all disabilities are identified at the start of an individual's period of study and some students may experience and share disabilities at a later stage. It is also recognised that certain conditions are likely to fluctuate and may deteriorate over time.

8.2 OnCampus will follow the same process of decision-making on reasonable adjustments for students who experience a disability at a later stage, to that of students who have shared an existing disability at the start of their course of study.

8.3 For temporary conditions such as broken limbs, adjustments are considered locally by the individual's Centre, in liaison with relevant parties such as the Central Academic Team and the Director of Student Experience and Safeguarding.

8.4 The Extenuating Circumstances Policy could also be used as a way of handling some short-term conditions and should be consulted in addition to this Code of Practice and may also be applied retrospectively in certain situations.

9. Review

9.1 This Code of Practice will be reviewed annually in light of possible government/legislative changes. Any amendments to this Code of Practice will be discussed within the OnCampus Senior Leadership Team and any significant changes communicated to the wider OnCampus community.

10. Contacts and Further Information

10.1 Information for disabled students is available from Admissions, the Director of Student Experience and Safeguarding, the Central Academic Team and Centre leadership teams.

10.2 Teaching staff can also act as a point of contact, referral, and signposting on disability matters for students.

11. Complaints and Mitigation

11.1 OnCampus aims to provide all students with a high-quality level of service. We recognise though that there may be occasions where expectations are not met and, on these occasions, we encourage students to provide feedback. Students can also submit a complaint through the Student Complaints Policy if the level of service that OnCampus provides falls short of what might reasonably be expected.

12. Admissions

12.1 OnCampus welcomes applications from disabled students.

12.2 We encourage applicants to share their disability on their application and provide an outline of their support needs, in order that we can make them aware of the range of support and guidance that is available and to also plan ahead for any reasonable adjustments OnCampus may be able to accommodate. Such adjustments are aimed at minimising any disadvantage in accessing their academic course and contributing towards a positive student experience.

12.3 Clause 13.4 of the Terms and Conditions for OnCampus students states that 'It is a condition of the Student joining and remaining at the Centre that any medical condition, impairment or disability in respect of the Student is included on the application form and submitted'.

12.4 If a student has engaged the services of an agent, OnCampus encourages the student to share the information about a disability with their agent. The agent is expected to include this in the application, in accordance with clause 13.4 of the Terms and Conditions. Evidence of the disability is usually required. Refer to Appendix A for guidance on evidencing disability for support and reasonable adjustment. Refer to Appendix B for the Reasonable Adjustments Form.

12.5 Applications from all students are considered on the grounds of academic merit, irrespective of disability. Admissions decisions are based on academic suitability and where applicable, the requirement of professional bodies. Information regarding disability on applications is considered separately from the academic decision process.

12.6 It is the responsibility of the Admissions Team to inform the Admissions Panel of all students who have shared or indicated a disability in their application documents.

12.7 The Admissions Panel will consider the application. If OnCampus is unable to meet an applicant's additional needs or can only do so by compromising their learning experience and study outcome, then OnCampus will raise their concerns with the applicant as soon as this becomes apparent.

12.8 Applicants who disclose a disability will receive information about the potential support available. Those applicants will be asked to provide more information about their support needs in advance and in accordance with our anticipatory legal duties. Information provided to OnCampus is held in confidence and in accordance with applicable Data Protection Legislation.

12.9 More information about the support services offered to students in each Centre is available via the local Centre leadership team.

13. Progression to a Health Professional Programme and Fitness to Practise Regulations

13.1 Disability does not preclude an application to study for a health professional qualification.

13.2 Students must be aware that in line with national requirements for programmes leading to a health professional qualification, a number of university degree programmes are subject to National Practice Regulations and the policies of the bodies which govern their respective professions.

13.2 All students are advised to research the Fitness to Practice information for their intended university course. Guidance and support is available from the local OnCampus Centre.

14. Confidentiality

14.1 All information about a student is treated in a confidential manner and in accordance with relevant Data Protection legislation. It is only made available to others if the individual has given specific consent or if there are exceptional circumstances. Information will be held securely and confidentially within CEG managed systems for the purpose stated above. Access is restricted and information is retained in line with CEG's Data Retention Policy.

14.2 No information given by a student during the admissions process will be shared with any person outside this process, unless the student has given their explicit permission, or with the exception of certain circumstances, which include the following:

- Where a student shares information or behaves in a manner which indicates that there is a possible risk of significant harm to self.
- Where a student shares information or behaves in a manner which indicates that there is a possible risk of harm to others.
- Where a student's behaviour or mental health condition is affecting the health, safety or wellbeing of other students, staff, or visitors to their place of study
- Where a student shares information pertaining to an offence which has been or is about to be committed which involves a serious breach of the law.

14.3 Where possible, the student will be informed of the need to disclose confidential information, except in cases where:

- There is a legal obligation to breach confidentiality without discussion with the student
- The health and safety of the student or others may be adversely affected by doing so.

14.4 Students will be made aware of confidentiality, its limits, and the sharing of information when they engage with one of the Centre services. For students whose future university studies will include external placements, specific consent is sought to share this information with the partner university so that reasonable adjustments can be anticipated and planned for.

14.5 In the case of students who choose not to share their disability or do not give consent for information to be shared for the purposes of support, there may be restrictions or limitations to the level of support and the nature of

reasonable adjustments that CEG and partner universities can offer. For that reason, students are positively encouraged to share information about a disability and seek support.

14.5 In addition, it is difficult for CEG to ensure that students who require assistance with evacuation through a Personal Emergency Evacuation Plan (PEEP) receive this, if they choose not to share information appropriately regarding any disability related needs.

15. Wellbeing and Student Support

15.1 OnCampus offers a comprehensive range of support for students to assist them in managing the impact of disabilities on their studies, to promote positive mental health and wellbeing, and to enable students to reach their full academic potential. More information about wellbeing and student support, including how to access services, can be found in Canvas.

15.2 In recognition that a student's support requirements may change during their course of study, the study Centre will offer one-to-one meetings to discuss these on reasonable request.

15.2 Disabled Students' Allowances (DSAs). UK students have the option to apply for Disabled Students' Allowances (DSAs) which are administered by UK student funding bodies. DSAs can contribute towards the additional costs associated with studying that are incurred as a direct result of a disability. Further information regarding Disabled Students' Allowances can be found at Student Finance England, and, for students in receipt of the NHS bursary, at the NHS.

15.3 International students are not eligible to apply for DSAs. Any additional costs associated with living and study as a direct result of a disability will need to be assessed and met by the fee payer.

15.4 If a student experiences a disability during the course of their studies with OnCampus, then depending on personal circumstances the student may be eligible for a small contribution from the OnCampus disability fund to support with any assessment or adjustments that might be needed. An application process applies. All applications will be reviewed in consultation with members of the Senior Leadership Team.

16. Physical Accessibility

16.1 OnCampus aims to continually improve the accessibility of its study centres and facilities.

16.2 Accessible accommodation is offered in residencies for each partner university.

16.3 Campus facilities, including local student union and library, accessible bus services to the local area and accessible taxi services are available on each campus.

16.4 Where centrally timetabled lecture theatres are required, these have induction loops.

16.5 Further information on Personal Emergency Evacuation Plans (PEEPs) is available in the Health and Safety section of the Help Centre.

17. Teaching and Learning

17.1 OnCampus is committed to the ongoing development of inclusive approaches to teaching and learning through the design of curricula and methods of delivery and assessment.

17.2 OnCampus seeks to ensure that all learning opportunities are accessible to disabled students and is committed to removing barriers for all.

17.3 OnCampus will, as far as possible, make reasonable adjustments in order that disabled students can participate in their courses of study and access the facilities and services available to support them in their learning, while maintaining equity for all those being assessed.

17.4 Students with learning needs will be supported through a Learning Support Plan. This will be devised by appropriate centre or student support staff, in consultation with the student and kept under review (Appendix D).

18. Training and Support for Staff

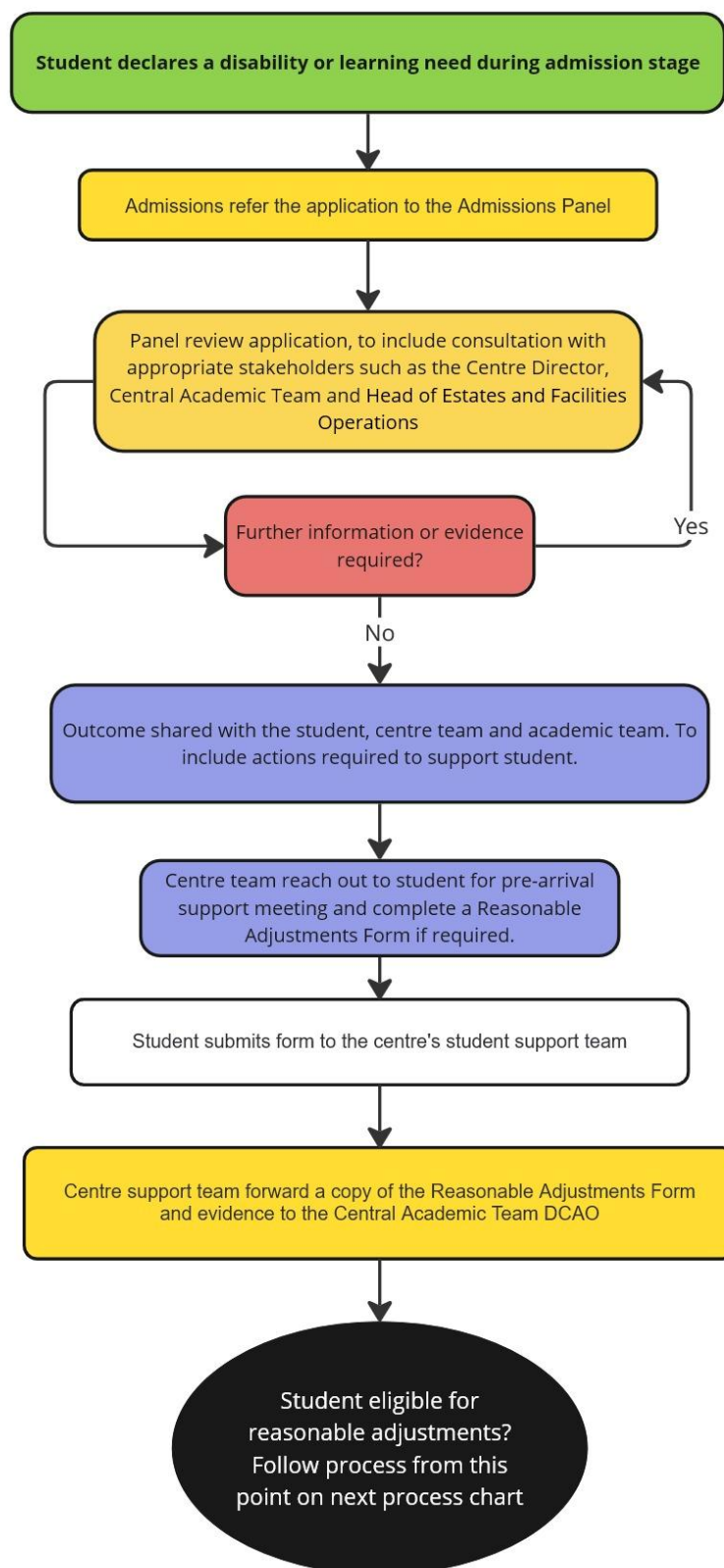
18.1 OnCampus will endeavour to provide the appropriate training and support to all staff to enable them to undertake their roles and responsibilities confidently and effectively.

18.2 Appendix C provides guidance on Reasonable Adjustments and Inclusive Practice in Teaching and Learning. Information and resources for staff supporting students are also available through the Helpdesk.

18.3 OnCampus seeks to ensure that all staff and students who may have experienced any distress are supported, either through the line-management structure, People Team, or by referral to appropriate professional services, such as the Employee Assistance Programme.

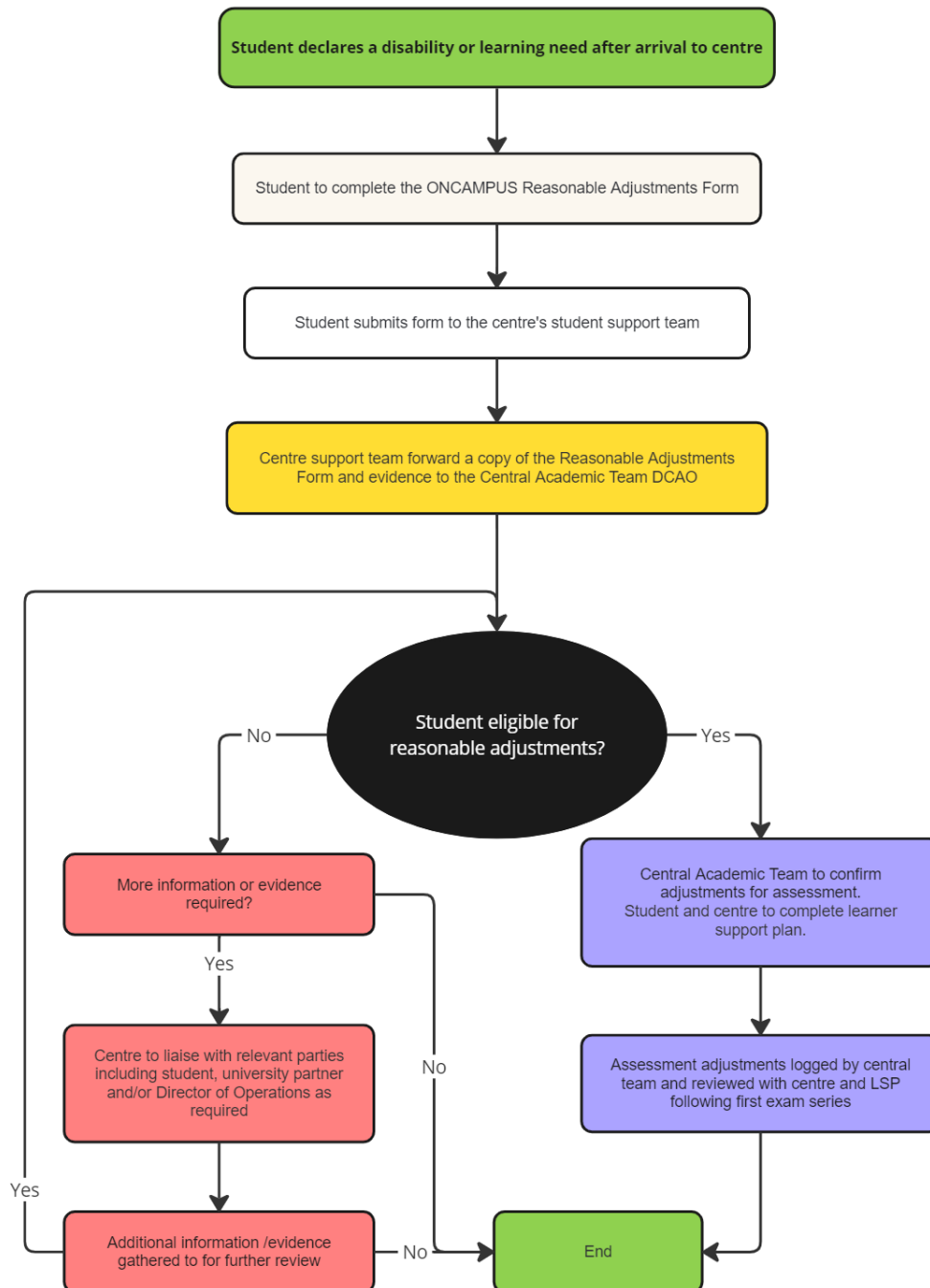
APPENDIX A

Pre-arrival Process



APPENDIX B

Post-arrival Process



APPENDIX C

Staff Guidance: Managing the Needs of Students in the Classroom and Assessment Process

Support for learning is intrinsic in the delivery of programmes at OnCampus. In offering an inclusive approach, all staff must consider making reasonable adjustments to provide personalised and differentiated teaching and learning to meet the needs of students.

Each Centre will provide a graduated approach to providing support which may include in-class support, mentor support, specialist support and supported study sessions, as appropriate. Support will be agreed and documented through an individual **learning support plan** which will be subject to regular reviews to ensure the level of support is appropriate or adjusted in accordance with need.

Inclusive practice and reasonable adjustments in teaching and learning

Some candidates with disabilities and learning difficulties are likely to have several needs and may require a range of adjustments. The examples given are therefore not exhaustive and are illustrative only:

- Access to teaching and learning resources in advance
- Adapted resources: visual/colour coding/large print
- Alternatives to writing: handouts provided; text to speech; recording
- Assistive technology/interactive software
- Differentiation in teaching methods; scaffolding; breaking down of tasks
- Regular breaks; quiet area for study
- Classroom access: location and facilities
- One to one support sessions

Managing the needs of students in the assessment process

OnCampus is committed to the equality of opportunity for all students. Reasonable adjustments are made to support students during their studies, ensuring that assessment methodologies are appropriate to the assessment and learning outcomes and minimise the impact of a disability/specific learning need on performance in assessments. This means some students may require alternative assessments and examination arrangements.

OnCampus follows the Quality Assurance Agency's Quality Code for assessment:

"Every student has an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. In designing assessments, the needs of students are considered, including those studying at different locations, from different cultural/educational backgrounds, with additional learning needs, or with protected characteristics. Assessment procedures and methods are flexible enough to allow adjustments to overcome any substantial disadvantage that individual students could experience." (QAA, 2018)¹

Any changes due to reasonable adjustments should also maintain the assessment standards and rigour, being comparable to the assessment of all other students. Students with a disability or other condition should follow the normal assessment practices wherever possible. If this is not possible, an alternative of the same standard and level of challenge should be used. In order for these changes to be considered, the student must make ONCAMPUS aware of their requirements with the necessary supporting evidence.

Reasonable adjustments may be used providing they do not give the student an unfair advantage or disadvantage in comparison with other students, influence the final grade or negatively affect the validity and reliability of the assessment.

¹QAA (2018) *UK Quality Code for Higher Education Advice and Guidance Assessment*. Available at: <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment> (Accessed: 01 July 2022)

Inclusive practice and reasonable adjustments for exams and coursework assessments

Some candidates with disabilities and learning difficulties are likely to have several needs and may require a range of adjustments. The examples given are therefore not exhaustive and are illustrative only:

- Exam arrangements: additional time, rest breaks, reading time (pen down for up to 15 minutes per hour);
- Paper modification: braille/colour/large print, audio questions, transparent coloured overlays;
- Human assistance: scribe with additional time, reader, sign language interpreter, care assistant;
- Non-human assistance: electronic devices, dictionaries, additional/alternative furniture, lighting;
- Coursework: extensions could be granted for certain students, depending on need. Students must request this extension using the Late Submission of Coursework Form;
- One to one assignment support tutorial;
- Feedback adjustments by coursework markers; e.g. coloured pen, verbal;
- Alternative forms of assessment are considered on a case-by-case basis, depending on student need. For marking work, taking account of dyslexia, markers should refer to the ADSHE (Association of Dyslexia Specialists in Higher Education) marking guidelines <http://adshe.org.uk>.

Procedure for assessment adjustments

In order for specific assessment arrangements to be made, Centres must inform the Central Academic Team as soon as all the relevant information and supporting evidence is available. It is recommended that this is provided during the first term of a student's programme so a full assessment can be carried out and reasonable adjustments made, if not agreed during application stage. **All students who require assessment adjustments must complete a learner support plan with their Centre, if not done so already.**

All requests for adjustments to exams must be received by the central academic team at least 3 weeks prior to the date of the exam. Any requests received with less than a 3-week timeframe may not be processed in time.

Students with temporary unexpected medical conditions will be processed as urgent on a case-by-case basis.

Procedure

1. Students should speak to an appropriate member of staff at their Centre. A reasonable adjustments form should be completed by the student and submitted to the Centre with supporting evidence e.g. from a registered medical practitioner or educational psychologist.
2. The Centre will implement the process for support and adjustments in teaching and learning as above.
3. The completed form and supporting evidence are sent by the Centre on the student's behalf to the central academic team.
4. The Chief/Deputy Academic Officer considers the request in line with the JCQ regulations² and informs the Centre of the outcome.³
5. Assessment adjustments are recorded for HESA purposes centrally and with the exam team for adjustments.
6. Any agreed arrangements will be carried for the duration of a student's programme⁴, however it is the student's responsibility to contact their chosen University on progression.

This Code of Practice is in addition to the Extenuating Circumstances Code of Practice which should be used for any unexpected circumstances that may arise during a period of study.

² <https://www.jcq.org.uk/>

³ Extensions to coursework submissions are arranged and recorded in centre following consideration from teacher and student.

⁴ With the exception of temporary medical disabilities, i.e. broken bone.

Rejected reasonable adjustment request:

An application for reasonable adjustment may be rejected for the following reasons:

- Student has not provided sufficient evidence (this may include: informal assessments, evidence out of date, medical evidence not formally translated);
- Reasonable adjustment being requested is not in line with JCQ regulations;
- The necessary adjustments are not within the control of OnCampus (e.g. physical changes to buildings required by a third party);
- The timeframe for application is too short to effectively assess and implement adjustment.

Students will have the opportunity to resubmit an application for reasonable adjustment on receipt of appropriate evidence.

APPENDIX D

Student Guidance: evidencing disability for support and reasonable adjustments

OnCampus is committed to creating an inclusive, safe and supportive environment for all students, and to promoting their positive mental health and wellbeing. We encourage students to be open. Let us know that you have a condition or disability that impacts - or can impact - on your day-to-day life and/or learning.

Please be reassured that we offer a safe and supportive environment for students to share information about a disability, including mental health, physical and learning needs.

We want to understand and consider how best we can support you, so please do not be anxious about sharing information about your condition or disability with us.

Please talk to us as soon as possible about what support you think you need so we can consider together what is possible and work out whether reasonable adjustments can be made. The earlier we know about a specific learning difficulty or disability, the better we can provide you with the appropriate support requirements, where reasonable to do so.

If an agent is making the application on your behalf, please share your condition or disability with them.

These three steps provide an overview of the process that takes place:

Step 1: Let us or your agent know about your disability.

To get the most out of your studies, we encourage you to share with us if you have a specific learning difficulty (for example, dyslexia or dyspraxia), long term medical condition, physical disability, mental health condition or hearing/visual impairment.

Understanding your needs will help us develop a support plan for you, for example:

- How your disability affects you
- How your disability may affect your study
- What specialist support you may need
- What adjustments you may need from your teachers
- What adjustments you may need to attend class
- How you would like us to communicate with you.

Please remember that it is a condition of all students joining and remaining at an OnCampus Centre that any medical condition, impairment or disability is shared in their application.

You can let us know on your application form or by emailing us at admissions@oncampus.global.

Step 2: Include the evidence you have about your condition or disability with your application form.

Please send this information as soon as possible or the required support may not be available when you start your programme of study.

a. Medical evidence for a disability or long-term health condition or mental health condition

Reasonable adjustments will not be granted without official medical documentation:

- An official medical letter from a qualified medical practitioner
- On headed paper with the professional's full contact details (including full name, address, telephone number and email) and signed by that qualified medical practitioner

- Clearly detailing the nature of the disability and the impact this has/may have on your day-to-day life, study and wellbeing
- The medical evidence must be dated within 3 years of the date submitted.

b. Evidencing a special learning difficulty (SpLD)

Reasonable adjustments will not be considered or granted without official documentation in the form of at least one of the following options:

- An official medical letter from a qualified medical practitioner clearly detailing the learning disability
- A diagnostic assessment report from a psychologist or qualified specialised practitioner clearly confirming the specific learning difficulty and any recommendations for study adjustments
- On headed paper with the professional's full contact details (including full name, address, telephone number and email) and signed by that qualified medical practitioner
- Any evidence submitted must be dated within 3 years of the date submitted.

In the case where submitted evidence is older than 3 years, students will be expected to seek assessment from a local GP or referred to an agreed educational psychologist or specialist.

Please note that all evidence provided must:

- Be written and signed by a medical/suitably qualified professional
- Be written in clear English or accompanied by a fully certified translation into English by a professional translator/translation company
- Provide a clear diagnosis or working diagnosis of a specific impairment/condition in simple terms.

For UK and EU study Centres, we adhere to the UK General Medical Council's guidance and would not normally accept medical evidence which is produced by a close relative, friend or work colleague – even if they are medically qualified.

c. What if I don't have the evidence that OnCampus requires?

If you don't have this evidence please send us the evidence you've got. We may be able to put some support in place for you on an interim basis and we'll advise you on how to obtain more evidence.

Send us your evidence as early as possible. This will maximise your chance of having access to the support you need from the start of your course.

d. What happens to the information I send to OnCampus?

Your information is treated in a confidential manner and in accordance with relevant Data Protection legislation. Only authorised staff can access this information and it is only made available to others if you have given specific consent or if there are exceptional circumstances. The information is stored securely and is only kept as long as necessary, in accordance with Cambridge Education Group (parent company) Data Retention Policy.

e. What about accommodation?

If you have specific accommodation requirements due to a disability or medical condition, please contact the Livein Team to talk about this as soon as possible. The team will ask for information about your disability. Please provide this when you apply for a room.

f. What if I need personal support?

If you have someone who helps you at home and/or during the day at school or college, you may require similar support while studying with OnCampus. You will need to have personal care arrangements in place prior to arrival.

This could include help with:

- Shopping, cleaning, laundry, ironing, making and eating meals.
- Finding your way around.
- Personal care - such as washing, using the toilet and getting dressed.
 - Social or extra-curricular activities

Please note that OnCampus does **not** provide these types of personal support. If you have personal support needs, do let us know and we will discuss with you potential local third-party service suppliers.

International students are **not** eligible for financial assistance with care costs from the government of your country of study, and OnCampus is unable to fund personal care support. It is therefore essential that you have included these additional costs in your budget, and that you have sufficient funding in place for the duration of your course before you travel to your study Centre.

g. If I take medication, what should I do?

You should establish whether any prescription medication you need is licensed for use in the country your Centre is located and, if not, how you will get it sent to you. Similarly, you should consider whether it is more cost-effective to ship specialist medical equipment rather than purchase it in that country.

h. What if I need an assistant dog?

An assistant dog includes the following:

- Medical detection dogs / medical alert assistance dogs for people with life threatening health conditions.
- Disability assistance dogs for people with physical disabilities.
- Guide Dogs for people who are blind or partially sighted
- Hearing Dogs who work with people who are Deaf or hard of hearing

If you use an assistant dog, please include this on your application. A member of the OnCampus team will then be in touch to find out how best we can support you and to discuss the requirements for assistant dogs in your chosen country of study.

Step 3: Support from your Centre and the Livein Team (OnCampus Accommodation)

A member of the team from your Centre and the Livein team will get in touch to talk about your application and how we can provide you with the best support.

And remember...

We want to understand and consider how best we can support you, so please do not be anxious about sharing information about your condition or disability with us.

Appendix E

Reasonable Adjustments Form

Reasonable adjustments are made to support students during their studies, ensuring that a disability/medical condition/specific learning need has a minimal impact on performance in assessments.

This form should be completed by students who wish to make an application for reasonable adjustments in exams and/or assessment method and submitted to the Centre with supporting evidence. All students in need of adjustments **must** have a learner support plan in place.

Please complete all fields:

Full Name

Student ID Number

Centre

Date of Birth

Programme of Study

Reason for application:

Nature of injury/disability/medical condition:

How does this affect your learning and assessment?

I have completed a learner support plan in centre: ☐ Yes ☐ No ☐ Not sure

Exams/Assessments:

Please list the exams and/or assessments you are applying for reasonable adjustments:

If your application applies to **all exams** then tick here: ☐

If your application does not apply to all exams then list below:

Module Name	Assessment Name
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Equipment:

Are you using any equipment/learning aids to help you with your studies?

☐ Yes

☐ No

If **YES**, please tell us what you are currently using:

Click or tap here to enter text.

Are there any equipment/learning aids which you think you may need for your assessment(s) or that you have had access to before? Please list below:

Click or tap here to enter text.

Are you currently accessing additional support to help you with your studies?

☐ Yes

☐ No

If **YES**, please list the details below:

Click or tap here to enter text.

Medical evidence:

List the medical evidence that you have submitted in support of your application:

Click or tap here to enter text.

Note: any medical evidence submitted must be dated within the last 3 years.

Please ensure that evidence submitted complies with the requirements in the **Student Disability and Inclusion Code of Practice**.

Declaration:

Please note that submitting a false application or false documentation is a serious matter and would be regarded as fraud in an attempt to gain unfair advantage. This would be considered an offence and would be dealt with under the Student Disciplinary Policy. OnCampus reserves the right to check on the validity of the document (s) they submit by contacting the third party directly.

I confirm that the information I have given is true and that I have read and understood the guidelines in the Reasonable Adjustments Policy. I give my consent for my medical information to be shared with the Central Academic Team in support of my case. I understand that failure to submit appropriate evidence may delay my application.

Signed: Click or tap here to enter text.

Dated: Click or tap to enter a date.

We will only notify staff who need to know of your disability/specific learning difficulty.
Please select the relevant consent box;

☐ Yes, I consent to appropriate OnCampus staff being informed of my specific learning difficulty/disability

☐ No, I do not consent to appropriate OnCampus staff being informed of my specific learning difficulty/disability*

** Please note that withholding consent may limit the range of adjustments and support we can provide.*

Authorisation (office use only):

Student eligible for access arrangements: ☐Yes ☐No

Access for all exams: ☐Yes ☐No

Access for a particular exam (please detail):

Click or tap here to enter text.

Are adjustments required to any assessment methods? (detail below): ☐Yes ☐No

Click or tap here to enter text.

Must form part of the learner support plan

I confirm that the above student will be granted reasonable adjustments as follows:

Click or tap here to enter text.

Authorised by:

Signature:Click or tap here to enter text.

Job title:Click or tap here to enter text.

Date:Click or tap to enter a date.

Appendix F

Learning Support Plan

OnCampus – Learning Support Plan (LSP)	
Centre	
Student name	
Student No.	
Programme	
Disability	
Date of plan	

Overview:

e.g. [X] can find social situations difficult. [X] may require extra support and should arrange regular contact. [X] recognises a challenge for him is staying organised, but with appropriate support is well capable of undertaking undergraduate study

Agreed Reasonable Adjustments

In line with the Equality Act (2010), we are legally required to make reasonable adjustments for any student disclosing a disability.

Reasonable Adjustment	Action for student	Action for centre
Delivery of teaching and learning materials		
Flexibility on deadlines		
Presentations		
Attendance		
Exam adjustment		
Classroom management		

Inclusive Practice

Areas of Need	Actions/Requirements
Electronic resources	
Equipment	
Recordings/personal recordings	
Reading lists	
Study support	
Welfare support	

Referrals to other services, including central university services if appropriate:

Service	Purpose	Contact Information

Next Steps:

1.

If you have any questions on the above, please contact:

Your LSP can be reviewed at any point during your studies. Please do contact us if your condition changes or you wish to discuss any amendments to the plan.

Consent from student to distribute this support plan:

Date verbal consent given	
Date written consent received	
Format of written consent and location stored (e.g. email attached to learner record)	