UCQ UNIVERSITY CENTRE QUAYSIDE

Reasonable Adjustments Policy

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1. Purpose and Scope

1.1 UCQ is committed to inclusion, accessibility and equity, and to removing barriers that may prevent students from fully engaging in learning, assessment and the wider student experience. Reasonable adjustments form part of UCQ's wider inclusive learning and teaching approach and reflect our commitment to fairness, respect and student success.

1.2 This policy sets out UCQ's approach to identifying, implementing and monitoring reasonable adjustments for students with disabilities, specific learning differences, long-term health conditions, and temporary needs.

1.3 The policy applies to all UCQ provision, including:

- Higher education programmes
- Further education and professional programmes
- Apprenticeships and short courses
- Admissions, teaching, learning, assessment, and student support services

1.4 UCQ recognises its duties under the Equality Act 2010 and related regulatory requirements to ensure disabled students are not placed at a substantial disadvantage.

2. Principles

2.1 UCQ will take a proactive and inclusive approach to learning, teaching and assessment design. Wherever possible, barriers will be removed in advance through inclusive practices rather than relying solely on individual adjustments.

2.2 UCQ recognises its anticipatory duty to consider the needs of disabled students in advance and to provide appropriate support in a timely and responsive manner.

2.3 Reasonable adjustments aim to:

- Reduce or remove substantial disadvantage
- Enable fair and equitable access to learning and assessment
- Maintain the academic integrity and standards of qualifications
- Support student success and progression

2.4 A substantial disadvantage refers to a disadvantage that is more than minor or trivial when compared with students who are not disabled.

2.5 Adjustments will not compromise learning outcomes, competence standards or academic standards.

2.6 UCQ is committed to accessibility in digital, physical and learning environments. This includes ensuring learning materials, platforms and assessment are designed to be accessible wherever possible and compliant with relevant accessibility standards.

3. Definitions

3.1 A reasonable adjustment is a change to learning, teaching, assessment, or support arrangements to reduce the impact of a disability or health condition.

3.2 A disability is defined in accordance with the Equality Act 2010 as a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities.

3.3 This policy covers:

- Permanent disabilities
- Specific learning differences
- Long-term health conditions
- Mental health conditions
- Temporary injuries or medical conditions
- Neurodiversity

3.4 UCQ distinguishes between:

- Inclusive practice applied to all students
- Individual reasonable adjustments
- Mitigating or extenuating circumstances for short-term unexpected events

3.5 UCQ recognises both anticipatory adjustments and individual reasonable adjustments:

- Anticipatory adjustments are inclusive practices designed in advance to remove or reduce barriers for groups of students
- Individual reasonable adjustments are agreed in response to a student's specific needs

3.6 Competence standards are the academic, professional or technical standards that must be met to achieve a qualification and cannot be adjusted. Reasonable adjustments relate to how students demonstrate achievement, not to the standards themselves.

4. UCQ Responsibilities

4.1 UCQ will:

- Comply with equality and accessibility legislation
- Provide inclusive and accessible learning environments
- Promote early identification of support needs
- Encourage disclosure in a supportive and non-judgemental way
- Ensure staff receive appropriate guidance and training in inclusive practice, reasonable adjustments and accessibility.
- Monitor fairness and consistency of decisions

4.2 UCQ's duty applies to:

- Admissions and recruitment
- Learning and teaching

- Assessment
- Student support services
- Conferment of awards

4.3 Oversight of reasonable adjustments is maintained through UCQ's Quality Assurance and Academic Governance structures.

4.4 UCQ will align with relevant awarding organisation requirements where applicable.

4.5 UCQ will ensure information is handled in accordance with:

- UK GDPR
- Data Protection Act 2018

Information will be shared only on a need-to-know basis.

5. Student Responsibilities and Partnership

5.1 Students are encouraged to disclose any disability, health condition, or support need as early as possible.

5.2 Students are not required to disclose a disability; however, UCQ may be limited in the support it can provide if needs are not known.

5.3 UCQ will work in partnership with students to identify appropriate and proportionate adjustments.

6. Identification of Need

6.1 Students may request reasonable adjustments at any stage of their programme.

6.2 Needs may be identified through:

- Admissions or enrolment processes
- Tutor or assessor observations
- Student self-referral
- Occupational health or medical evidence
- External professional reports

6.3 UCQ recognises that some needs may arise suddenly or change during a programme. In urgent or exceptional circumstances, interim or temporary adjustments may be agreed to support continued engagement while longer-term arrangements are considered.

7. Evidence

7.1 Evidence may include:

- Medical or clinical documentation
- Diagnostic assessments
- Professional reports
- Occupational health recommendations

7.2 UCQ will take a flexible and proportionate approach to evidence requirements and will not place unnecessary barriers on students.

7.3 A lack of formal diagnosis will not automatically prevent consideration of reasonable adjustments.

8. Types of Reasonable Adjustments

8.1 Adjustments will be tailored to individual needs and may include, but are not limited to:

Learning and Teaching

- Accessible teaching materials
- Assistive technology
- Alternative formats
- Flexible access to recorded sessions
- Adjusted participation methods
- Use of appropriate assistive or accessibility-enhancing technologies, including permitted AI-enabled tools where appropriate.

Assessment

- Extra time
- Alternative, but equivalent modes of assessment, ensuring the same learning outcomes are assessed
- Use of a reader or scribe
- Modified assessment conditions
- Flexible deadlines where appropriate
- Oral or practical alternatives where aligned with learning outcomes

Environment

- Physical accessibility
- Quiet or separate assessment environments
- Remote participation options

Support

- Study skills support
- Mental health and wellbeing support
- Specialist services

9. Approval and Implementation

9.1 Students may request reasonable adjustments at any stage of their programme by contacting the Equality, Diversity and Inclusion (EDI) Lead, or their Module Lead who will refer the request to the EDI Lead.

Equality, Diversity and Inclusion (EDI) Lead: **Michelle Elliott**
Email: michelle.elliott@ucq.ac.uk

9.2 The EDI Lead will coordinate the reasonable adjustments process. This includes:

- Receiving and reviewing requests
- Seeking relevant evidence where appropriate
- Liaising with students, Module Lead and PDA
- Advising on suitable adjustments
- Ensuring consistency and good practice across UCQ

9.3 The EDI Lead does not unilaterally determine academic or assessment adjustments. Academic adjustments must be agreed in consultation with the relevant Module Lead and External Examiner to ensure alignment with learning outcomes and competence standards.

9.4 For standard or commonly used adjustments (for example extra time, assistive technology), the EDI Lead may approve and arrange implementation in line with this policy.

9.5 Where an adjustment may affect assessment design, competence standards, or academic integrity, the Module Lead will propose an appropriate alternative but equivalent mode of assessment. This will require approval by the Programme Lead, EDI Lead and External Examiner.

9.6 In complex or exceptional cases, or where there is uncertainty regarding standards or fairness, adjustments may be referred to the Board of Examiners for formal approval.

9.7 Where required, external approval (for example from The Open University) will be sought prior to implementation.

9.8 Once approved, adjustments will be documented in an Individual Learning Plan and communicated to relevant staff on a need-to-know basis.

9.9 Approved adjustments will normally be implemented within a reasonable timeframe, taking into account the nature of the adjustment and the assessment schedule. UCQ aims to confirm and implement adjustments within 10 working days of receiving sufficient information.

9.10 Adjustments will be reviewed periodically, or when a student's needs or programme requirements change.

10. Maintaining Standards and Fairness

10.1 Adjustments will not:

- Alter learning outcomes
- Reduce competence requirements
- Provide an unfair advantage

10.2 All students must demonstrate achievement of the required standards.

11. Confidentiality

11.1 UCQ will treat all disability-related information sensitively.

11.2 Students will be informed how their information will be used.

12. Monitoring and Quality Assurance

12.1 UCQ will monitor:

- Consistency of adjustments
- Student outcomes
- Student feedback
- Equality and access indicators
- Patterns of requests and emerging accessibility barriers

12.2 Oversight will be provided through UCQ's academic and quality governance structures.

12.3 Findings will inform continuous improvement.

13. Complaints and Appeals

13.1 Students who are dissatisfied with decisions regarding reasonable adjustments may use UCQ's complaints and appeals procedures. Raising a concern will not disadvantage a student.

14. Review

14.1 This policy will be reviewed regularly to ensure continued compliance and effectiveness.

15. Document history

ISSUE NO.	DATE	PAGE	REVIEWER	DETAIL OF AMENDMENT
06	28/11/2025	All	Tara Henderson	Periodic review completed: S5 added.
07	20/03/2026	All	Tara Henderson	Policy revised to align more closely with sector best practice. All sections have been updated.

16. Initial equalities impact assessment

Department: All	**Completed by:** Tara Henderson, Head of Policy & Governance	**Date of initial assessment:** 20/03/2026
Area to be assessed:	GP-011 Reasonable Adjustments Policy	
Existing or new policy/procedure:	Existing	
What evidence has been used to inform the assessment and policy? (please list only)		
External guidance and requirements: ➢ Equality Act 2010 ➢ Consultation with relevant awarding organisations **Internal guidance and requirements:** ➢ Consultation with Policy Approval Working Group ➢ Consultation with Academic Programme Lead		

1. Describe the aims, objectives or purpose of the policy/procedure		This policy sets out UCQ's approach to identifying, implementing and monitoring reasonable adjustments for students with disabilities, specific learning differences, long-term health conditions, and temporary needs. UCQ recognises its duties under the Equality Act 2010 and related regulatory requirements to ensure disabled students are not placed at a substantial disadvantage.		
2. Which stakeholders/groups are intended to benefit from this policy/procedure?		The policy applies to all UCQ provision, including: • Higher education programmes • Further education and professional programmes • Apprenticeships and short courses • Admissions, teaching, learning, assessment, and student support services		
The Equality Act 2010 requires public bodies to have 'due regard' to the need to:- (1) Eliminate unlawful discrimination, harassment and victimization (2) Advance equality of opportunity between different groups; and (3) Foster good relations between different groups		**3. Could the policy/procedure have a disproportionately negative impact in terms of the aims set out in (1) to (3) of the Act on any of the protected characteristics?:-** **High** **Medium** **Low** **No effect**	**4. Briefly explain how the policy/procedure furthers or prevents the aims set out in (1) to (3).**	**5. If there is a disproportionately negative impact on any protected characteristics, can it be justified on the grounds of promoting equality or any other reason? If yes, please explain.**
Protected characteristi	**Age**	No effect	Not applicable	Not applicable
	Disability	No negative effect	This policy aims to ensure that disabled people have equal opportunities to benefit from and	Not applicable

			contribute to the learning services available within UCQ.	
	Gender	No effect	Not applicable	Not applicable
	Gender reassignment	No effect	Not applicable	Not applicable
	Marriage and Civil Partnership	No effect	Not applicable	Not applicable
	Pregnancy and Maternity	No effect	Not applicable	Not applicable
	Race	No effect	Not applicable	Not applicable
	Religion or Belief	No effect	Not applicable	Not applicable
	Sexual Orientation	No effect	Not applicable	Not applicable

6. Has there been any consultation/engagement with the appropriate protected characteristics?		Not applicable as no negative impact identified
7. What action(s) will you take to reduce any disproportionately negative impact, if any?		Not applicable as no negative impact identified
8. Based on the information in sections 1 to 7, should this policy/procedure proceed to Full Impact Assessment? (recommended if one or more 'High' under section 2)		No
Assessor signature:	**Approved by:** **Michelle Elliott**	**Date approved:** 20/03/2026