



KMS106 Higher Education (HE) Reasonable Adjustments Policy

University Centre Kingston Maurward

Alternative Formats

If you require this policy and procedure document in an alternative format (such as large print, printed on coloured paper or a paper copy of an electronic document), please use the following email address or contact:

enquiries@kmc.ac.uk

1 Policy Summary and Introduction

- 1.1 The University Centre Kingston Maurward (UCKM) recognises its anticipatory duty and responsibilities to enable and support wider participation in higher education learning under the [Equality Act 2010](#).
- 1.2 The Reasonable Adjustment Policy is embedded in the UCKM Quality Assurance processes and states UCKM commitment to support the effective implementation of reasonable adjustments, as part of its accessibility and anticipatory duty and our [Equality Policy](#).
- 1.3 The [Equality Act \(2010\)](#) provides protection against discrimination, harassment, and victimisation on the grounds of protected characteristics. The Reasonable Adjustment Policy sets out UCKM's approach to fulfilling its anticipatory duty by setting out our policy for reasonable adjustment in its higher education programme delivery, with reference to The [Equality Act \(2010\)](#).

2 Scope

- 2.1 The Policy applies to all higher education enquirers, applicants and students who require reasonable adjustment so that they are not placed at substantial disadvantage during their applicant and student journey.

3 Policy Principles

- 3.1 UCKM Reasonable Adjustment Policy and associated procedures set out how we fulfil anticipatory duty sets making reasonable adjustments. Reasonable Adjustments are made so that no applicant or student is placed at a substantial disadvantage. This applies to all aspects of the UCKM student experience, including but not limited to:

- a) [UKCM Admissions Policy](#), criteria for admission, programme enquiries, and application procedures.
- b) Teaching and learning delivery methods, assessment methods, assessment criteria, and curriculum (for example, procedures, policies, course materials, teaching, and assessment methods).
- c) Physical features of the learning environment (for example, ensuring accessibility of buildings, fixtures, and fittings).
- d) Provision of support services (for example, specialist equipment or human support).

4 Policy Objectives

- 4.1 UCKM is committed to inclusive design of curriculum content and aims to ensure that accessibility is developed and embedded in all activities for students' learning, teaching, and assessment.
- 4.2 Inclusive educational design, in support UCKM anticipatory duty, aims to remove unnecessary barriers to widening participation in UCKM higher education programmes for all students. UCKM aims to develop and embed the principles of inclusivity and accessibility for integrated learning, teaching, assessment, and student support into day-to-day practice.
- 4.3 UCKM plans and anticipates the needs of all students, to remove potential barriers for effective participation in higher education learning, rather than waiting until individual reasonable adjustments are proposed.
- 4.4 UCKM takes prompt and reasonable steps to assess and facilitate agreed reasonable adjustments for individuals, to remove or avoid disadvantage, enabling effective participation in UCKM higher education including the UCKM facilities and services provided for students.

- 4.6 Reasonable adjustments are put in place to support individual student engagement with, and achievement of, assessment and competence standards which apply to a programme. Reasonable Adjustments do not impact on the validity or reliability of an assessment.
- 4.7 UCKM make reasonable adjustments promptly, for example in the way in which a competence standard is assessed, so that disabled students are not disadvantaged as a result of their disability.
- 4.8 Individual reasonable adjustments for higher education study at UCKM are reviewed and where agreed, put in place at the earliest possible opportunity, through agreement of an Individual Learning Plan (ILP).
- 4.9 The KMC Learning Resources Centre provides resources for reasonable adjustments for students with an Individual Learning Plan (ILP). The Learning Resource Centre also provide assistance for academic staff in designing learning, and assessment for learning, which is suited to meeting the needs of disabled students.

5 Equality Impact Assessment and Anticipatory Duties

- 5.1 UCKM undertakes Equality Impact Assessments on all new and existing policies and practices. These are undertaken by the Assistant Principal Student Experience & Progression (& Designated Safeguarding Lead) with the assistance of other appropriate staff as required.
- 5.2 The Equality Impact Assessment identifies whether any policies or practices would disproportionately disadvantage certain groups of users and enables UCKM to consider anticipatory adjustments through strategic planning and review processes.
- 5.3 The results of Equality Impact Assessment reviews are reported to the policy originators and to the Higher Education Academic Board (HEAB). If action is required, it is authorised by HEAB.

6 Governance and Monitoring: Anticipatory Duty and Reasonable Adjustments

- 6.1 The College has comprehensive monitoring and governance structures to assure the effectiveness of the operation of the Reasonable Adjustment Policy and associated Procedures and to monitor outcomes.
- 6.2 Monitoring information is provided on the requests received by UCKM for reasonable adjustment to be made, the nature of the adjustment requested, adjustment assessment outcome, and the application of an adjustment where agreed.
- 6.3 Equality monitoring of all protected characteristics ([Equality Act \(2010\)](#)) is provided for incidence and analysis. Care is taken that no individuals are identified in the reporting process to protect sensitive personal information.
- 6.4 UCKM also submits reports that are required by external, regulatory, and awarding bodies on fulfilment of its anticipatory duty.

7 Applicable Policies

- 7.1 Further applicable Policies and Procedures for information are:
[Higher Education Admission Policies and Procedures](#)
[Equality Policy](#)

8 Policy Review

- 8.1 This Policy will be reviewed two years from date of adoption unless there are changes in the national legal or regulatory framework prior to that date.

Document Management, Approvals & Review:		
Title	Reasonable Adjustments Policy	
Manager	Assistant Principal Student Experience & Progression	
Approvals (Committee)	Approved by Higher Education Academic Board	
Approvals (Board)	Approved by Q& S Committee (Corporation)	
Next Review Due	Two years	
Equality Impact Assessment	15/07/2024	

Policy Change Log	
Summary of changes made following approval	Page number
New Policy and 2023-2024 Academic Year for Open University approval and accessibility review.	Not applicable

Equality Analysis

Name of Policy: HE Reasonable Adjustments Policy

Person Responsible: Jade Fawcett

Date of Analysis: 15/07/2024

1: Identify aims of the activity

What is the purpose of the policy and who is intended to benefit?

This policy is intended to benefit any students that might require any reasonable adjustments to their learning or tasks associated with their learning

2: Assess likely impact

How might this policy have an impact on staff, visitors or learners in terms of disability, age, race, gender, religious belief, trans-identity, sexuality?

Positive Impact No Impact Negative Impact

If you have identified **negative** impacts, you need to revise your activity to ensure that you are not disadvantaging any group on the grounds of disability, age, race, gender, religious belief, trans-identity, sexuality.

If you have identified **positive** impacts or **no impact**, please explain your decision

This policy will have a positive impact as it will allow learners that require extra provisions to have access to the reasonable adjustments with a consistent approach.

3: Checklist

1. Which of the following groups have you consulted?

Staff Students KMC Committee Other stakeholders
(please specify below)

HE Academic Board (HEAB)

2. How frequently will you monitor the impacts of this activity?

½ termly below termly annually other (please specify)