
Reasonable Adjustments for Teaching, Learning and Assessment Policy

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1.0 Introduction

1.1 Vision and mission

This policy has been developed with a view to supporting and furthering The Dyson Institute's vision and mission.

The Dyson Institute's vision is to be the best engineering university in the world, which develops the engineering leaders of the future.

Its mission is to build challenging and enriching educational experiences, which are free, student-centric and aligned with the needs of industry.

1.2 Objectives

The aim of this policy is to further embed a culture of inclusion for Undergraduate Engineers (UGEs) at The Dyson Institute and to set out our approach to Reasonable Adjustments for teaching, learning and assessment and in the workplace to ensure all Undergraduate Engineers are enabled to succeed.

The objectives of this policy are:

- to set out our commitment to an inclusive learning, teaching and working environment;
- to facilitate disclosure of disability and offer applicants and students the opportunity to demonstrate and realise their full potential;
- to provide fair and equal treatment of all applicants, students and staff;
- to comply with the regulatory and legislative requirements under the Equality Act (2010) and The Office for Students. In particular, the need to avoid discrimination and to provide reasonable adjustments for disabled students toward an inclusive learning environment;
- to provide UGEs and staff with information about the Institute's approach to making Reasonable adjustments for Learning, Teaching Assessment and in the workplace (as part of their apprenticeship); and
- to ensure that The Institute upholds our commitment to Access and Participation.

1.3 Scope

This Policy applies to:

- registered Undergraduate Engineer apprentices (UGEs) at The Dyson Institute of Engineering and Technology;
- Dyson Institute applicants and offer holders; and
- staff of The Dyson Institute of Engineering and Technology.

Its purpose is to offer advice, guidance and support to staff and students in establishing and agreeing reasonable adjustments. The policy has been developed using the legal and regulatory requirements and sector advice and guidance for reference (see Appendix 11.1).

2.0 Legal and Regulatory requirements and responsibilities

Under the Equality Act 2010, The Dyson Institute is required to promote equality of opportunity between disabled and other persons and not to discriminate against disabled students by treating them less favourably than other persons as well as to make anticipatory and individual reasonable adjustments for disabled staff and students.

In carrying out these functions, The Dyson Institute will:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where this means treating disabled persons more favourably than other persons.

Dyson Technology Ltd has the same legal responsibilities as detailed above toward its' employees and therefore staff of The Dyson Institute.

In accordance with Section 20 of the Act, The Dyson Institute will provide UGEs and staff who meet the legal definition for a disability or impairment with the following:

- A provision, criterion or practice – including assessment practices
- Physical features – including access to assessment venues
- Auxiliary aids – including exam support such as hearing loops, exam scripts in large print or Braille, and human support such as readers, scribes and sign language interpreters

The Equality Act 2010 – Technical Guidance on Further and Higher Education states that “If, having considered the issue thoroughly, there are genuinely no steps that it would be reasonable for an education provider to take to make its education, benefits, facilities or services accessible, the education provider is unlikely to be in breach of the law if it makes no changes. Such a situation is likely to be rare.”

2.1 Storage of information

Information recording, storage and disposal pertinent to the assessment or review of Reasonable Adjustment will be carried out following due process. All records will be stored in a confidential and secure space. Any sharing of information to relevant parties will be undertaken with the appropriate consent of the individual concerned.

3.0 Approach to reasonable adjustments

Reasonable Adjustments apply across the student experience including admissions, academic provision, and access to services and facilities. The Dyson Institute will take deliberate action in to ensure that disabled people are not put at disadvantage (in comparison with people who are not disabled) by provisions, criteria or practices; physical features; or access to auxiliary aids.

The Institute uses a range of approaches to ensure appropriate and where required bespoke adjustments, including:

- an individual approach for bespoke assessment and adjustments/packages of support;
- an anticipatory approach – preventative measures are put into place as part of The Institute’s delivery; and
- an Institute wide approach – such as ensuring that Learning, Teaching and Working spaces that are accessible to all.

4.0 Resources

4.1 Funding

As part of its commitment to an inclusive teaching, learning and working environment The Dyson Institute will dedicate financial and human resource to the application and implementation of reasonable adjustments. The aim is to ensure UGEs are sufficiently supported and to minimise any barriers to enabling their success.

The Institute is committed to funding the following as part of a package of support or to establish the scale of adjustment required. This includes, but is not limited to:

- specialist software
- further assessments to establish the scale of adjustment required
- specialist hardware
- structural adjustments to teaching facilities or accommodation.
- adjustments that are required in the workplace
- additional library provision.

Allocation of significant funding, if required, will be at the discretion of The Head of Professional Development and Student Experience and considered on a case-by-case basis.

Funding will only be allocated once there is a proven need for additional testing or for a package of support (see section 6).

4.2 Staffing

The Dyson Institute will appoint a dedicated Disability Support Advisor who will conduct an initial conversation, offer ongoing advice and guidance on agreed reasonable adjustments and to assist with organising assessments.

The Support Officer will be supported by the Quality, Standards and Student Engagement Officer who will coordinate and facilitate packages of support, work with Dyson Technology and undertake monitoring and evaluation.

In addition to the Support Advisor, a specialist part-time Tutor will be appointed to offer ongoing structured support and provide learning and working strategies to those with additional requirements. In addition, all first-year students as part of their induction will undertake an individual assessment to establish their professional development plan; this will include screening for disabilities/impairments or SpLD's that may require Reasonable Adjustment.

An independent external assessor or assessment organisation will be appointed on a termly basis to undertake any necessary in-depth assessment and make recommendations on Reasonable Adjustment applications.

Dyson Technology Health and Safety staff will undertake workplace assessments in relation to Reasonable Adjustments and will coordinate with The Dyson Institute to ensure our commitments as a Registered Training Provider and employer are met.

To ensure ongoing and effective support of UGEs requiring Reasonable Adjustments, all staff involved in the Process and those who work with UGEs (including Academic staff, Student Support Advisors, Student

Representatives and Line Managers) will receive appropriate ongoing training. The process will be reviewed by The Disability Support Advisor and Quality Standards and Student Engagement Officer annually.

5.0 Defining a disability, impairment or Specific Learning Difference (SpLD)

5.1 Defining a disability or impairment

The Institute will establish how a disability or impairment affects the applicant or UGE in their day to day activities whilst registered on The Programme and subsequently decide what reasonable adjustments need to be made to enable the individual to succeed.

Under the Equality Act a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that, the person must be able to evidence that:

- they have an impairment that is either physical or mental
- the impairment has adverse effects which are substantial
- the substantial adverse effects are long-term (12 months or longer)
- long-term substantial adverse effects on normal day-to-day activities

A disability can arise from varied impairments which might be defined as but not limited to:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue
- syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;
- auto-immune conditions such as systemic lupus erythematosus (SLE);
- organ specific, including respiratory conditions, such as asthma,
- and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning disabilities;
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour;
- mental illnesses, such as depression and schizophrenia;
- produced by injury to the body, including to the brain.

For short-term or seasonal impairments, or for a short-term increase in symptoms relating to an existing Reasonable Adjustment UGEs are encouraged to make use of the Mitigating Circumstances process as these can change regularly. The Dyson Institute will not “roll-over” Mitigating Circumstances.

Should a UGE require an emergency reasonable adjustment to enable them to sit an assessment due to a short-term impairment (for example a broken hand necessitating the use of a laptop) a reasonable adjustment can be applied for and granted by The Head of Engineering Programme or Head of Professional Development and Undergraduate Experience.

5.2 Defining a Specific Learning Difference

The term 'Specific Learning Difference' (SpLD) refers to a difference or difficulty people have with particular aspects of learning. The most common SpLDs are listed below:

- dyslexia,
- dyspraxia,
- attention deficit disorder (ADD),
- attention deficit hyperactivity disorder (ADHD),
- dyscalculia
- dysgraphia.

All SpLDs exist on a spectrum from mild to moderate through to severe. Common patterns of behaviour and experience do exist but there will be a range of different patterns of effects for each individual. SpLDs are independent of intellectual ability, socio-economic or language background.

Having an SpLD does not predict academic or professional potential. However, the path to achievement may be more challenging and may require greater (often unseen) effort and a distinct set of skills.

6.0 Applying for reasonable adjustments

An application for Reasonable Adjustments based on a disability, impairment or SpLD will usually be led by the UGE with the ongoing support of the Disability Support Advisor. The application and accompanying evidence will be assessed by an external qualified practitioner who will make a recommendation for any reasonable adjustments.

This process is outlined below – full details of the process and guidance can be found on The Dyson Institute website and SharePoint site in an accessible format with hard copies available on request.

6.1 Stage 1 – Initial Signposting/Guidance

A UGE can seek initial advice from the Disability Support Advisor before applying through the portal located on The Institute's SharePoint page. UGEs will be asked to provide evidence at this point, if they have it available (for evidence requirements please see section 6.7)

If a registered UGE is experiencing difficulty or believes they may qualify for reasonable adjustments, they can speak to any member of staff who will signpost them to the portal or the Disability Support Advisor to initiate the process.

If a member of staff believes a UGE may require reasonable adjustments, the member of staff can speak with the student directly signposting them to the Portal (if they feel confident to do so), or seek advice from a colleague who is involved in the process to offer advice and guidance as to how to proceed.

6.2 Stage 2 - Application

Once in the portal the UGE will be assigned a case number and asked to complete a short proforma, providing details about their disability, impairment or SpLD; its effect on their day to day activities and the adjustment they are seeking.

This is an initial stage to formally alert The Institute to challenges a UGE is facing. If the UGE feels unable to complete the proforma, these can be addressed with the Disability Support Advisor in the next stage.

This information will be held in a secure and confidential area along with any supporting evidence (see 6.7).

6.3 Stage 3 - Conversation

The Disability Support Advisor will initiate a conversation about the information submitted to the Portal and will address any areas of query or concern from the UGE and will establish the next steps. These might be:

- Additional Evidence Required: external assessment of Disability, Impairment or SpLD;
- Disability Support Advisor deems the application to have sufficient evidence and to progress to the external assessor for recommendations;
- Application rejected based on insufficient information.

The Support Officer will inform the UGE of the outcome of the application in writing, the conversation will be summarised and the next steps (where applicable) will be confirmed within 10 working days.

6.4 Stage 4 – Assessment and outcome

With the consent of the UGE, an in-depth assessment of each application will be made on an individual basis by an appropriately qualified external party. Once the assessment and recommendations have been agreed and confirmed in writing to the UGE, a bespoke package of adjustments will be implemented usually for the following term.

Written consent from the UGE will be obtained to enable The Institute to communicate information regarding the reasonable adjustment(s) to named stakeholders. UGEs reserve the right to withdraw consent if required.

6.5 Stage 5 – Review

The Disability Support Advisor (DSA) will undertake a formal annual review with all UGEs at the start of each academic year to establish if the Reasonable Adjustment(s) is/are still required and deemed fit for purpose. As a result of this review the DSA will implement necessary amendments or requesting further assessments.

In addition, the DSA and UGE will have regular conversations to ensure the reasonable adjustment package is working effectively and to ensure amendments are made if the condition changes and will have long term impact. Additionally, the DSA will advise if a mitigating circumstance should be applied for in the event of a short-term change.

6.6 Deadlines for applying for reasonable adjustments

UGE's can apply for Reasonable Adjustments each term by a set deadline (agreed by the DSA, Academic and workplace teams) that will be communicated via the usual modes of communication including (but not limited to):

- Canvas
- SharePoint
- Email
- Teams
- Posters in communal areas

This will ensure that the application receives due consideration and to ensure The Institute has sufficient time to implement any necessary adjustment.

An exception to the deadline would be for an emergency adjustment to be made to facilitate an assessment (e.g. a UGE that could not write on the morning of an exam but could type and could sit the exam with the aid of a computer). These will be dealt with on a case by case basis, approved by The Head of Professional Development and Student Experience or the Head of Engineering Programme and retrospective documentation will be gathered and stored accordingly in accordance with GDPR requirements.

6.7 Evidence Requirements

This process relies upon evidence from qualified medical practitioners and professionals to confirm disability, impairment or SplD that is no more than two years old at the point of application.

For medical purposes, evidence will only be accepted from a GP or other qualified specialist which gives detailed information about the disability or impairment, and the likely effect of that on day-to-day activities.

Letters of referral for tests/treatment to determine diagnosis, letters from service providers or letters from medical professionals detailing information provided by the student to them at the time of making an appointment will NOT be accepted.

For students with SpLD a written diagnostic report will be required from a Chartered or Practitioner Psychologist, or a specialist teacher holding a SpLD Assessment Practising Certificate (APC) conducted in the last 2 years.

If a UGE does not have the appropriate evidence The Dyson Institute will provide financial support and guidance to assist the UGE to obtain it (see Section 4.1). Evidence must be submitted prior to any external assessment being undertaken.

In the case of UGEs applying for short term/emergency adjustments The Head of Engineering Programme or Head of Professional Development and Undergraduate Experience will make an immediate decision on the condition that evidence will be received within 10 working days.

6.8 Applicants to The Dyson Institute

As part of its anticipatory approach to Reasonable Adjustments, The Dyson Institute encourages applicants to declare any known disability, impairment or SpLD at the point of interview.

The admissions and recruitment team will pass on any pertinent information to the DSA relating to any potential need for Reasonable Adjustment for Offer Holders. The DSA will arrange an initial conversation with them as per Stage 3 of the process (see section 6.3) prior to arrival.

This enables The Institute to consider and where applicable arrange for additional assessments and make any adjustments ready for the arrival of the UGE.

7.0 Appealing a reasonable adjustment decision

Decisions made regarding reasonable adjustments can only be made by a qualified professional. As reasonable adjustments must be agreed by all parties prior to implementation, appeals/challenges should be rare.

The Support Officer or Quality, Standards and Student Engagement Officer will forward the Academic and Workplace Team a summary of agreed reasonable adjustments with the consent of the UGE at the start of each term. This will include the name of student, the category of reasonable adjustment and the agreed adjustment. In addition, where relevant any key symptoms that may impact teaching or the workplace.

If agreement cannot be reached regarding the reasonable adjustment or if the application is rejected. The UGE can appeal the decision or to the recommendations proposed by emailing the Quality Team, detailing where the areas of challenge are.

The Quality Team will appoint a second external body to review the application and evidence and offer a decision. This decision may be to:

- Reject the appeal: the original recommendations or decision will stand
- Accept the appeal: the decision or amend the original recommendations will be reversed or amended.

The UGE will receive a written report detailing the findings and outcome within 10 working days of the review or subsequent assessment. Only one appeal can be made per application and that decision is final. The UGE will receive a Completion of Procedures letter once the decision has been communicated.

8.0 Implementation of reasonable adjustments

8.1 Adjustments to teaching, learning and assessment

Academic staff and academic administrators are required to ensure that they are familiar with the Reasonable Adjustment Procedure and they take due consideration of SpLDs, the effectiveness of adjustments in preventing disadvantage and promoting equality of opportunity and disability in the following areas of academic delivery:

- Programme and module design, development and delivery
- Information about the Programme/Modules
- Delivery of Lectures/Workshops/Labs
- Assessment in all its forms
- Marking
- Feedback

To ensure confidentiality, the DSA or the Quality Standards and Student Engagement Officer will make the Academic Team aware of the Reasonable Adjustment required for their students, however, will not share details of the impairment.

Reasonable Adjustments to academic delivery may include, but is not limited to:

- Extra time for assessments
- Quiet room for exams
- Coloured paper for exams
- Specialist software and equipment
- Scribe
- Specialist Furniture
- Additional rest breaks

Please refer to <https://www.disabilityrightsuk.org/adjustments-disabled-students> for further guidance.

8.2 Adjustments in the workplace and accommodation

With the consent of the UGE, The Dyson Institute will work with Dyson Technology's HR team and relevant Line Managers to ensure reasonable adjustments are taken into consideration in the workplace rotations to remove any barriers to completing this element to the Programme of study.

The Institute will work with Dyson Human Resources to ensure an efficient process of referral to an external Occupational Health assessor for verification of Reasonable Adjustments in the workplace and with Health and Safety to ensure the early notification of approved adjustments to ensure assessments such as Personal Emergency Evacuation Plans (PEEP) are conducted in a timely manner.

Examples of reasonable adjustments in the workplace may include action such as (list not exhaustive nor limited to)

- reallocation of duties
- provision of specialist equipment or furniture
- provision of regular breaks
- amending certain policies or procedures (for example, allowing staff to be accompanied by additional or alternative representation at formal meetings)

- ensuring meetings or training takes reasonable adjustment into consideration.

The Institute will work with Dyson Technology's Health and Safety Team to ensure that study spaces, the workplace environment and accommodation meet required standards and that Personal Emergency and Evacuation plans are implemented for UGEs who require them.

9.0 Storage of information

9.1 Hardcopy documentation

If hardcopy information is received as evidence for Reasonable Adjustment this will be stored in a secure and confidential space accessible only by those individuals who administer the process.

9.2 Electronic Information

Electronic information is held in a secure folder accessible only by named individuals involved in administering the process.

9.3 Maintaining records

Records pertaining to the Reasonable Adjustments will be audited on an annual basis as part of our monitoring and evaluation of the process. UGE's will be contacted on an annual basis to ensure that the details held are correct.

Records will be maintained and updated by named staff to ensure that the information stored is secure and accurate.

9.4 Retention of information

In alignment to [The Dyson Global Retention Schedule](#) detailed information relating to UGEs and their Reasonable Adjustments will be held until graduation from the Dyson Institute or until such time as the UGE ceases to be enrolled. For short term/emergency adjustments information will be deleted at the end of the academic year.

The reasonable adjustment in place will be recorded with the Student File on the Student Information System.

If an offer-holder is unsuccessful in obtaining a place at The Institute, details of their request for reasonable adjustment will be disposed of.

10.0 Monitoring and review

As part of its monitoring and evaluation process The Dyson Institute will undertake ongoing monitoring to ensure that the Reasonable Adjustments remain fit for purpose.

In addition to ongoing monitoring, The Institute will undertake a formal review of the Reasonable Adjustments process and implementation. UGEs who benefit from Reasonable Adjustments will be asked to provide feedback on the process and their experience of implementation in order to ensure continuous improvement. Similarly, staff and stakeholders across Dyson Technology will be asked to feedback whether the process assists them in supporting UGEs with additional requirements.

There will be ongoing training for all staff and key stakeholders in relation to topics and refresher training in respect to the process for implementing Reasonable Adjustments drawing on innovations relating to the topic and sector good practice.

11.0 Appendix

11.1 Legal and regulatory references

Legal

- Equality Act 2010:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf
- The Equality Act 2010 - Technical Guidance on Further and Higher Education:
www.equalityhumanrights.com/sites/default/files/equalityact2010-technicalguidance-feandhe-2015.pdf
- General Data Protection Regulation 2018: www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation

Regulatory

The UK Quality Code for Higher Education: www.qaa.ac.uk/en/quality-code

Office of the Independent Adjudicator: www.oiahe.org.uk/media/1039/oia-good-practice-framework-supporting-disabled-students.pdf

Equality Challenge Unit – managing reasonable adjustments:

- www.ecu.ac.uk/wp-content/uploads/external/managing-reasonable-adjustments-in-higher-education.pdf
- www.ecu.ac.uk/wp-content/uploads/2015/08/ECU_Understanding_competence-standards-FINAL.pdf

OfS Briefing note – Disabled Students

- www.officeforstudents.org.uk/publications/coronavirus-briefing-note-disabled-students/

Relevant Dyson Institute Policies

- Admissions Policy: www.dysoninstitute.com/media/1629/the-dyson-institute_admissions-policy_2021-entry.pdf
- Academic Regulations: www.dysoninstitute.com/media/1641/academic-regulations-2020-21_final.pdf
- Fitness to Study Policy
- Mitigating Circumstances Policy: www.dysoninstitute.com/media/1622/the-dyson-institute_mitigating-circumstances-policy.pdf
- Access and Participation Statement: www.dysoninstitute.com/media/1636/access-and-participation-statement_2021_class-of-2025.pdf
- Dyson Institute Privacy notices: www.dysoninstitute.com/privacy/

Relevant Dyson Technology Ltd. Policies

- Equal Opportunities Statement:
<https://dysononline.sharepoint.com/sites/GlobalPolicies/SitePages/Equal-Opportunities-Policy.aspx?web=1>
- Global Record Retention and Disposal Policy:
<https://dysononline.sharepoint.com/:b:/r/sites/GlobalPolicies/All%20Policy%20documents/Global%20Record%20Retention%20and%20Disposal%20Policy.pdf?csf=1&web=1&e=cvQsVd>