
Reasonable Adjustments 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 Institutes 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 objective of this policy is to further embed a culture of inclusion for students at the Dyson Institute and to set out our approach to reasonable adjustments for teaching and in the workplace to ensure all students 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 and students.
 - 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 students with information about the Institute's approach to making reasonable adjustments for learning and in the workplace (as part of their apprenticeship)
 - to ensure that the Dyson Institute upholds our commitment to Access and Participation.
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1.3 Scope

This Policy applies to:

- Registered students at the Dyson Institute of Engineering and Technology,
- Dyson Institute applicants and offer holders,

Its purpose is to offer advice, guidance, and support to students in establishing and agreeing reasonable adjustments. The policy has been developed based on the legal and regulatory requirements and sector advice and guidance (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 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 students 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 adjustments 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. This will be done using a privacy statement (shown in Appendix 11.3) and is detailed in the process laid out in section 6 of this policy.

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 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 are in place 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 Dyson Institute’s delivery, and
- an Institute-wide approach – such as ensuring that learning, teaching, and working spaces 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 students 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 during the first two years of study (once a student has chosen a specialism and long-term team, adjustments will be funded by Dyson Technology. The Disability Support Advisor can help with this process)
- 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 has a dedicated Disability Support Advisor (DSA) who conducts an initial conversation, coordinates packages of support, offers ongoing advice and guidance on agreed reasonable adjustments and assists students with organising assessments. The DSA will work with several people, both internal and external, to make sure the right level of adjustments is in place for students. These might include:

- Independent external assessors or assessment organisations to provide services such as screening, diagnostic or needs assessments to recommend appropriate reasonable adjustments,
- The academic administration team to make sure appropriate adjustments are in place for teaching and assessment and that student records are up to date,
- A dedicated member of the academic team who will lead on ensuring adjustments are applied as consistently as possible across modules and continually reviewed as being in line with best practice,
- Occupational Health and the Health and Safety Team at Dyson to make sure any workplace adjustments are in place and that we are meeting our commitments as a Registered Training Provider,
- The Engineering Workplace Manager to consult on workplace adjustments, line manager training and rotation handovers

- The admissions team to advise on and support reasonable adjustments for our potential applicants,
- applicants and offer holders

To ensure ongoing and effective support of students requiring reasonable adjustments, all staff involved in the process and those who work with students (including Academic staff, Student Support Advisors, Student Representatives, and the Workplace Team) will receive appropriate ongoing training. This will be coordinated and reviewed by the Disability Support Advisor as and when needed.

5.0 Defining a disability, impairment, or specific learning difference (SpLD)

5.1 Defining a disability or impairment

The Disability Support Advisor will work closely with individuals to establish how a disability or impairment affects them in their day-to-day activities and subsequently advise what reasonable adjustments need to be made to enable the individual to succeed at the Dyson Institute.

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 their 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 and epilepsy,
- Progressive conditions, 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 cardiovascular diseases, including thrombosis, stroke and heart disease,
- developmental conditions, 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,
- impairment 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 existing reasonable adjustment students are encouraged to make use of the Mitigating Circumstances process as these can change regularly. The Dyson Institute will not “roll-over” Mitigating Circumstances. The Mitigating Circumstances policy can be found [here](#).

Should a student 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 Student 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 specific learning differences are listed below:

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

All learning differences 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 everyone. Specific learning differences are independent of intellectual ability, socio-economic or language background.

Having a specific learning difference 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 specific learning difference will usually be led by the student with ongoing support from the Disability Support Advisor. The application and accompanying evidence will be assessed by the Disability Support Advisor 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/Screening

A student, applicant or offer holder can reach out to request guidance from the Disability Support Advisor at any time. This initial meeting might be instigated in the following ways:

- Directly approaching the Disability Support Advisor to request a meeting,
- Being signposted by a member of staff,
- An occupational health report or referral carried out through Dyson Technology. This can be a self-referral, the request of a line manager or it could come from the initial assessment that every student undertakes during induction

At this point, the student will be asked to provide evidence if they have it available (for evidence requirements please see section 6.7).

During induction, all first-year students will be given the opportunity to complete an online neurodiversity assessment. Matching as neurodiverse through this assessment will also instigate a meeting with the Disability Support Advisor. The student will then have the option to access online support modules for the duration of their course.

If a member of staff believes a student may require reasonable adjustments, the member of staff can speak with the student directly signposting them to the Disability Support Advisor 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 - Conversation

Following a request for support or guidance, the Disability Support Advisor will initiate a conversation with the student, applicant or offer holder to address any queries or concerns and establish the next steps. These might be:

- Recommending further assessment: using an external assessor to determine need, disability, impairment, or specific learning difference,
- Moving on to the next stage of the process: Disability Support Advisor deems the request to have sufficient evidence to agree appropriate adjustments for the student,
- Putting adjustments in place for the admissions process or pre-joining events,
- Application rejected based on insufficient information.

The Disability Support Advisor will inform the student of the outcome of the process in writing, the conversation will be summarised, and the next steps (where applicable) will be confirmed within 10 working days.

6.3 Stage 3 – Assessment and outcome

The Disability Support Advisor will analyse the evidence provided, together with any information gathered at Stage 2, to propose a bespoke package of adjustments for the student or applicant. Once agreed, these adjustments will be implemented and shared with the relevant members of staff. For students this will take the form of a 'Reasonable Adjustments Notification' (see appendix 11.2). The adjustments will remain in place until the end of the course but can be reviewed at any stage (see Stage 4).

To enable this to happen, the student will read the Reasonable Adjustments Privacy Statement (see appendix 11.3) and put in writing that they agree for the information to be shared in the way stated in this statement.

Students reserve the right to withdraw consent at any time if required. Withdrawing consent may mean that some of the adjustments cannot be put in place.

6.4 Stage 4 – Review

The Disability Support Advisor will undertake a formal annual review with every student who has reasonable adjustments in place to establish if the adjustments are still required and deemed fit for purpose. As a result of this review, the Disability Support Advisor will implement necessary amendments or request further assessments.

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

6.5 Deadlines for applying for reasonable adjustments

Students can apply for reasonable adjustments at any time; however, each term will have a deadline for adjustments to be implemented in time for the exam period (agreed by the Disability Support Advisor, Academic and Workplace Teams) that will be communicated via the usual modes of communication including (but not limited to):

- Canvas
- SharePoint
- Email
- MS Teams

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

An exception to the deadline may be made when an emergency adjustment is required to facilitate an assessment (e.g., a student who 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 in accordance with GDPR requirements.

6.6 Evidence requirements

This process relies upon evidence from a qualified practitioner to confirm a disability, impairment or specific learning difference and the likely impact of this on the students' day-to-day activities. If the evidence is more than two years old the Disability Support Advisor will consider whether further assessment is required on a case-by-case basis.

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 a specific learning difference a written diagnostic report will be required from a Chartered or Practitioner Psychologist, or a specialist teacher holding a SpLD Assessment Practising Certificate (APC).

If the Disability Support Advisor deems that a student does not have the appropriate evidence, the Dyson Institute will provide financial support and guidance to assist the student to obtain it (see Section 4.1).

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

6.7 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 specific learning difference at each stage of the admissions process. The admissions team will then liaise with the Disability Support Advisor to put appropriate reasonable adjustments in place so that every candidate has the conditions to reach their full potential during the admissions process.

The admissions and recruitment team will pass on any pertinent information to the Disability Support Advisor relating to any potential need for reasonable adjustment for Offer Holders. The Disability Support Advisor will arrange an initial conversation with them as per Stage2 of the process (see section 6.2) prior to arrival. This will enable the Institute to put any adjustments in place for pre-joining events and, where applicable, arrange for additional assessments and make any adjustments ready for the arrival of the student.

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.

Provided the student has signed the reasonable adjustments privacy statement, the Disability Support Advisor will share a summary of agreed reasonable adjustments to the relevant people within the academic and workplace teams on a termly basis. This will include the name of student, agreed adjustments and where to source further information. The students will also be given the option as to whether they would like to include the named impairment. In the case of some medical conditions, the name of the condition may need to be shared when symptoms may impact teaching or the workplace.

If agreement cannot be reached during the reasonable adjustments process or if the application is rejected, the student can appeal the decision or the recommendations proposed by emailing the Governance Team, detailing where the areas of challenge are using the email address dysoninstitute.regulations@dyson.com.

The Governance Team will appoint an independent person 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 original recommendations will be reversed or amended.
- Partly uphold the appeal: a combination of the above, or an alternative solution proposed

The student 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 student will receive a Completion of Procedures letter once the decision has been communicated.

If a student has been through the reasonable adjustments and appeal process and is still not happy that the policy has been adhered to, they can file a concern or a complaint following the Student Complaints Policy.

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 Adjustments process, and they take due consideration of impairments, 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 Disability Support Advisor will make the academic team aware of the reasonable adjustments required for their students, and will only make details of the impairment known where this has been agreed with the student

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,
- A 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 student's consent, the 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, removing any barriers to completing this element of the programme of study.

When needed, the Dyson Institute will work with Dyson Human Resources and the Health and Safety team to ensure an efficient process of referral to an external Occupational Health assessor for verification of reasonable adjustments in the workplace.

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

- approved assessments such as Personal Emergency Evacuation Plans (PEEPs),
- reallocation of duties,
- provision of specialist equipment or furniture,
- provision of regular breaks,
- increased access to a mentor,
- information to be presented in a variety of formats,
- 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 adjustments into consideration.

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

9.0 Storage of information

Hardcopy documentation

When hardcopy information is received as evidence for reasonable adjustments, it will be scanned and stored digitally in a secure and confidential space accessible only by those individuals who administer the process. The hard copy will be returned to the student or destroyed. The email containing the scanned version will be permanently deleted.

9.1 Electronic Information

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

9.2 Maintaining records

All records related to reasonable adjustments will be audited on an annual basis as part of our monitoring and evaluation of the process. Students will be contacted on an annual basis to ensure that the details held are correct.

Records will be maintained and updated by the Disability Support Advisor to ensure that the information stored is secure and accurate.

9.3 Retention of information

In alignment to [The Dyson Global Retention Schedule](#) detailed information relating to students and their reasonable adjustments will be held for the life of the resource plus an additional two years.

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 any implemented reasonable adjustments remain fit for purpose.

In addition to ongoing monitoring, the Dyson Institute will undertake a formal annual review of the reasonable adjustments process and implementation. Students who benefit from reasonable adjustments will be asked to provide feedback on the process and their experience of implementation to ensure continuous improvement. Similarly, staff and stakeholders across Dyson Technology will be asked to feedback whether the process assists them in supporting the students 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

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>

11.2 Reasonable Adjustments Notification Template

Reasonable Adjustments Notification

Student Name, Student Number

Year Number

BEng Engineering Degree Apprenticeship

Introduction

Sent to: Academic Administrator
Workplace Manager
Student Support Advisor

This notification is shared on behalf of **NAME, YEAR GROUP** with their permission, to make you aware of the reasonable adjustments they will require on disability grounds. They have provided evidence of **CONDITION (OPTIONAL)**.

Support Summary

Based on the supporting evidence and Disability Support Advisor (DSA) assessment, it is recommended that the above undergraduate has the following:

Teaching and Learning	<ul style="list-style-type: none">- Notes ahead of time whenever possible
Assessment	Exams: <ul style="list-style-type: none">- 25% extra time- Stop the clock rest breaks (up to 10 mins per hour of the exam to be used flexibly)- Smaller venue Assessments: <ul style="list-style-type: none">- Flexible deadlines (undergrad to apply for an extension in the usual manner)
Workplace	Opportunity to record meetings Information in advance of meetings whenever possible

The undergraduate has provided consent for this information to be shared with you and for you to disseminate to the appropriate tutors and/or line managers on a need-to-know basis.

Thank you in advance for your help, and please do not hesitate to get in touch if you have any concerns about this undergraduate or if I can help in any way.

Rachel Nowicki

Disability Support Advisor

M +44 (0) 7562 208213

E rachel.nowicki@dyson.com

11.3 Privacy Statement

Thank you for engaging with the Dyson Institute's Reasonable Adjustments policy.

The purpose of the Reasonable Adjustments policy is to understand any learning differences or disabilities you have in order to put in-place any additional support you may need to assist you in meeting your full potential at the Dyson Institute.

To gain the most benefit from this policy, you may need to provide information about any learning difference or disability you have, including existing medical diagnoses and the results of testing undertaken as part of the process of assessing your current needs and agreeing Reasonable Adjustments. Any personal data you provide will be processed in line with The Dyson Institute's Student Privacy Notice. This could include sharing your personal information with specially selected third parties to support diagnosis and needs assessment as well as maintaining an ongoing record of your needs for the duration of your studies.

Please respond appropriately to this email to confirm that you consent to the collection and use of the personal data listed above for the purposes of facilitating and supporting your engagement at the Dyson Institute's Reasonable Adjustments Policy as listed above.

You can withdraw your consent at any time by contacting the Dyson Institute at dysoninstitute@dyson.com or contacting the Disability Support Advisor. If you have any questions about any aspect of this consent, or how the Dyson Institute handles your personal data, please email our Global Privacy Team at privacy@dyson.com.