
Reasonable Adjustments Policy

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Dyson Technology Limited

Public

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1.0 Introduction

1.1 Vision and mission

To develop the best engineers in the world who will pioneer technologies and radical new designs that will shape the future of engineering and innovation.

To support Dyson by combining rigorous academic programmes with work on revolutionary future products, advancing technologies globally through ground-breaking research and the development of engineering leaders.

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
- to ensure that the Dyson Institute upholds our commitment to Access and Participation.

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).

Linked policies

Admissions policy
Academic Regulations
Fitness to Study
Mitigating Circumstances
Dyson Institute Privacy notice

2.0 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 members of the community are not put at disadvantage by provisions, criteria or practices, physical features, or access to auxiliary aids.

The Institute understands that all students may benefit from additional resources at some point in their studies and therefore takes an anticipatory approach by providing a range of support options and tools available to all, such as specialist software. Where applicable adjustments may be put in place following assessment.

2.1 Resource Available

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 providing the following as part of a package to support or to establish the scale of adjustments required. This includes but is not limited to:

- Specialist software
- Further assessments to establish the scale of adjustments 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 student support team can help with this process.
- Specialist 1 on 1 support and tutoring;
- Additional library provision

Allocation of significant funding, if required, will be at the discretion of the Head of Engineering 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.

2.2 Staffing

In order to identify the reasonable adjustments required, advice may be sought from any of, the not limited to the following:

- Referral to independent external assessors or assessment organisations to provide services such as screening, diagnostic or needs assessment for recommendations of 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 team and Degree Apprenticeship Manager will consult on workplace adjustments, line manager training and rotation handovers.
- The admissions team to advise on and support reasonable adjustments for our potential applicants and offer holders.

To ensure ongoing and effective support of students requiring reasonable adjustments, all staff involved will receive appropriate ongoing training. This will be co-ordinated and reviewed by the Undergraduate Experience Officer and Student Support Manager.

3.0 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 Student Support Team.

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 (policy found [here](#)).

Should a student require an emergency 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, an adjustment can be applied for and granted by the Deputy Director of Academics or the Head of Engineering Experience.

3.1 Stage 1 – Initial Signposting/Guidance/Screening

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

- Offer holders to contact admissions@dyson.com
- Directly approaching the student support team/advisor to request a meeting,
- Being signposted by a member of staff,
- An occupational health report or referral carried out through Dyson Technology.

At this point, the student will be asked to provide evidence if they have it available

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 student support team. 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 student support team or seek advice from a colleague who is involved in the process to offer advice and guidance as to how to proceed.

3.2 Stage 2 – Conversation

Following a request for support or guidance, the student support team 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 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 Student 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.

3.3 Stage 3 – Assessment and outcome

Using the evidence provided, together with any information gathered at Stage 2, a bespoke package of adjustments for the student or applicant will be offered. 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'. The adjustments will remain in place until the end of the course but can be reviewed at any stage (see Stage 4).

It is the responsibility of the student to read the Reasonable Adjustments Privacy Statement and put in writing they do not agree for the information to be shared in the way stated in this statement. Information is only shared on a 'need to know' basis e.g. typically a diagnosis would not need to be shared, only the adjustments that are required as a result of the diagnosis.

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.

3.4 Stage 4 – Review

The Student 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 student support advisor will request will necessary amendments or further assessments.

In addition, the Student Support Advisor and the student will have conversations during their one-to-ones 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 SSA will advise if a mitigating circumstance should be applied for in the event of a short-term change.

3.5 Deadlines when 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. The deadline for applications is no later than 8 working weeks prior to the exam period, this is week 10 of Semester 1 and Week 10 of Semester 2.

An exception to the deadline may be made when an emergency adjustment is required to facilitate an assessment for example, 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. Cases like these will be dealt on a case-by-case basis and approved by the Deputy Director of Academics and the Head of Engineering Experience and retrospective documentation will be gathered and stored in accordance with GDPR requirements.

3.6 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 Student Support Manager 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 it is deemed that a student does not have the appropriate evidence, the Dyson Institute will provide support and guidance to assist the student.

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

3.7 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 Student 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 Student Support Team relating to any potential need for reasonable adjustment for Offer Holders. The Student Support Team will arrange an initial conversation with them as per Stage 2 of the process 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.

4.0 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 Student Support Advisor will share a summary of agreed adjustments to the relevant people within the academic and workplace teams on a termly basis. This will include the name of the 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 going to the Concerns, Complaints, Appeals and Feedback hub [here](#).

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](#).

5.0 Implementation of reasonable adjustments

5.1 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

To ensure confidentiality, the student 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.

5.2 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.

6.0 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.

Electronic Information

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

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 Student Support Team to ensure that the information stored is secure and accurate.

Retention of information

In alignment to the [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 adjustments 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 adjustments will be confidentially disposed.

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.

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 the privacy statement and is detailed in the process in section 3.

7.0 Monitoring and review

As part of its monitoring and evaluation process the Dyson Institute will undertake a formal annual review of the reasonable adjustments process and implementation. Students who benefit from 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 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 adjustments drawing on innovations relating to the topic and sector good practice.

8.0 Appendix: Definitions

Defining a disability or impairment

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.

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 but not limited to:

- Dyslexia: a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Dyspraxia: a common disorder that affects movement and co-ordination.
- attention deficit disorder (ADD): persistent difficulty in maintaining attention and concentration
- attention deficit hyperactivity disorder (ADHD): have trouble paying attention, controlling impulsive behaviors
- Dyscalculia: condition that affects the ability to acquire arithmetical skills.
- Dysgraphia: a neurological disorder characterized by writing disabilities.

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.
