

Policy and Procedures Regarding Reasonable Adjustments and Support for Disabled Students

In this Policy and Procedure, the term ‘student’ includes apprentices on degree apprentice programmes.

Approved on: September 2020, Updated September 2021, September 2022

Approved by: Education Committee

Responsible Officer: Dr Paula Harrison

Review Date: September 2024

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# Introduction

**1.1** The University of Liverpool is committed to providing an inclusive environment which enables all students and staff to achieve their potential. The University has a wide range of provision to support disabled students including specialist support, support through academic departments and schools, and appropriate policies and procedures.

**1.2** This policy sets out how the University meets its obligations to students under the Equality Act. It identifies the University’s approach to supporting disabled students and formalises areas of responsibility. The policy is supported by the procedures in this document and a number of associated Codes of Practice and operational procedures which are either appended to, or referenced by, this policy. Information in relation to staff support can be found in relevant HR policies.

# Scope

**2.1** This policy addresses support for disabled applicants, students and graduates at the University of Liverpool. Information about physical accessibility can be found in the Campus Access strategy (consultation taking place in 2019-20).

**2.2** This policy applies to all students of the University of Liverpool, including students who are studying for online degrees with the University of Liverpool, delivered in partnership with external online partners; and to students studying for University of Liverpool awards on other campuses, e.g., Carmel College and Wirral Metropolitan College, or to students studying under partnership arrangements. Associated Codes of Practice also apply to these institutions.

**2.3** The procedures set out in this document apply to students based at University of Liverpool campuses. The procedures for students on other campuses or online students will be determined by the relevant organisation and will provide equivalent support for disabled students to that set out in the procedures in this document.

**2.4** The principles of this policy apply to all cohorts. Students who declared a disability to the University before September 2015 will have had their support needs identified using a slightly different process. Their current Student Support Information Sheet should be considered the definitive document when considering their support needs. Such students are entitled to request a review of their support needs. Any such review will take place under this policy.

# Definition of terms

**Anticipatory reasonable adjustments** - provisions identified and available to reduce the impact of barriers commonly experienced by disabled students. This includes established policies and practices such as the provision of additional time in examinations and physical adjustments such as the provision of accessible accommodation and blue badge parking spaces.

**Disabled student** - all students who have a disability as defined by the Equality Act (see Appendix A). This may include, but is not limited to, students with mental health conditions, specific learning difficulties, long term health conditions, mobility impairments, visual impairments, hearing impairments and students on the autistic spectrum.

**Equality Act** - Under the Equality Act 2010, institutions have a duty to anticipate and make reasonable adjustments for disabled people to ensure they are not placed at a substantial disadvantage compared to non-disabled people. Institutions also have a duty to promote equality between disabled and non-disabled people known as the general duty (for more information, see [Appendix A](#AppendixA)).

**Inclusive approaches** - approaches which consider the needs of disabled students as part of the wider student body. Inclusive approaches which meet the needs of disabled students are also likely to meet the needs of other student groups. For example, the use of lecture capture may have particular benefits for international students. Know How has been designed for all students but also may have particular benefit for groups of disabled students.

**Individual reasonable adjustments** - individual adjustments for needs which cannot be met though inclusive approaches or anticipatory adjustments.

**External Online Partners –** Laureate Education the outgoing partner for University of Liverpool online postgraduate degrees and Kaplan Open Learning (Liverpool) Limited the current partner for University of Liverpool online postgraduate degrees.

**Reasonable adjustments** – anticipatory and individual reasonable adjustments.

**DDC** – Departmental Disability Contact

**DSA** – Disabled Students’ Allowance

**DAG** – Disability Advice and Guidance

**EB** – Executive Board

**FRCS** – Facilities, Residential and Commercial Services

**NMH** – Non-medical Helpers

**SLC** – Student Loans Company

**SpLD** – Specific Learning Difficulties

**SSIS** – Student Support Information Sheet

# Approach

**4.1** The social model of disability views disability as being created by barriers within society rather than locating the disability within the individual. Barriers can be: in the physical environment, such as inaccessible buildings or services; attitudinal, resulting in stereotypes, prejudices and assumptions about the capabilities of disabled people; or organisational, such as having inflexible policies and procedures. The University aims to address all of these barriers to ensure that disabled people are able to participate in all aspects of University life.

**4.2** The University recognises its responsibility to make provision as accessible as possible and will aim to do this by using inclusive approaches to provision or anticipatory reasonable adjustments wherever possible. The University aims to identify the most common barriers experienced by disabled students and, wherever possible, to identify appropriate anticipatory adjustments to overcome these barriers. Where this is not possible and/or additional needs are identified, the University will seek to implement appropriate individual reasonable adjustments. Reasonable adjustments (individual and anticipatory) can be made to provisions or practices but not to competence standards. Competence standards are academic, medical or other standards which are required for the programme. Competence standards must be directly related to the learning outcomes of the programme. There is therefore no requirement to alter the academic standards of a programme for a disabled student. However, it may be possible to adjust the way in which a competence standard is assessed.

**4.3** The University has specialist, targeted and universal provision to support this approach. Disability Advice and Guidance is the key specialist service provided by the University.Specialists within this team understand the barriers which can impact on students’ ability to engage with their academic studies. They therefore identify inclusive approaches and anticipatory and individual reasonable adjustments to enable individuals to participate fully in University life.

**4.4** Departmental Disability Contacts in academic departments and schools provide targeted support for disabled students. Academic DDCs have discipline-specific knowledge which enables them to identify core competencies within the discipline to inform whether or not a particular adjustment is reasonable within their specific context. This information informs DAG’s recommendations. They also act as a local point of contact for disabled students and coordinate support within the department. The Academic DDC may be supported by an administrative DDC.

**4.5** All students have access to a support officer within their school and an Academic Adviser who can signpost students to relevant specialist services. For postgraduate research students, this is their supervisor, and for online students, this is a member of the student support team.

**4.6** The University is committed toengaging with students to improve all aspects of the student experience. There are formal opportunities through the Guild Officers, Staff-Student Liaison Committees and the Disabled Students Network. Leaders will also meet with relevant student groups such as Guild socieities to seek students’ views. This is particularly important during periods of rapid change such as the 2020 pandemic. Wherever possible we will consult with students about proposed changes such as new technologies, inclusive approaches or reasonable adjustments. Where it is not possible to consult before implementing such changes we will inform students of the changes and seek feedback about their impact.

# Procedure for Accessing Reasonable Adjustments

These procedures outline the roles and responsibilities for accessing support for students based on University of Liverpool campuses. Procedures for students based at other campuses will be set out locally and students should refer to their home institution.

## 5.1 Roles and Responsibilities

This section outlines the roles and responsibilities of key areas of the University. It does not seek to provide operational detail about these responsibilities. Further information about relevant procedures should be available from the named individuals and/ or Disability Advice and Guidance.

**Academic DDCs** are academic members of staff responsible for ensuring that relevant academic and administrative staff are aware of the student’s support needs and for coordinating school-based support. They are also responsible for liaising with DAG as required about the appropriateness of individual reasonable adjustments. (See [Appendix B](#AppendixB) for the DDC’s Job Description.)

**Administrative DDCs** are administrative or support members of staff responsible for providing administrative support to the Academic DDC through the delegation of tasks. Overall responsibility for the function remains with the Academic DDC.

**All Teaching Staff** are responsible for implementing relevant reasonable adjustments detailed in the student’s Student Support Information Sheet.

**The Director of IT Services** is responsible for ensuring that appropriate accessible software and hardware are available for disabled students, including a small bank of loan equipment. They are also responsible for the provision of support and training in the use of relevant technologies and for ensuring that University systems are accessible.

**The Director of External Relations** is responsible for ensuring that all communications produced by the University (including the website) are available in accessible formats. They are also responsible for ensuring that University events such as open days and graduations are accessible to all participants (including visitors).

**The Director of Facilities, Residential and Commercial Services** isresponsible for ensuring that the University campus, including all University buildings, is physically accessible and that accessibility equipment and ergonomic furniture is managed effectively**.** They are also responsible for ensuring that campus services, such as parking and catering, are accessible.

**The Director of Human Resources** is responsible for ensuring that relevant Diversity and Equality training is available to staff.

**The Disability Advice and Guidance Coordinator** is responsible for ensuring that, when required, students who have declared a disability to the University have an appropriate Student Support Information Sheet in place which identifies relevant inclusive approaches to provision and, where appropriate, identifies anticipatory and individual reasonable adjustments to reduce barriers to the student’s participation in their academic programme. DAG is also responsible for communicating the student’s needs to all relevant parties. DAG is responsible for providing advice to staff and students about disability- related matters.

**Senior Leadership Team (SLT)** are responsible for the University’s strategy with regards to disabled students, ensuring compliance with the Equality Act and regulating the associated resources to fund support for disabled students.

**The Guild of Students** is responsible for ensuring that its activities are accessible to disabled students.

**Heads of Academic Departments** are responsible for ensuring that an Academic DDC is available within the department and for the health and safety of disabled students in their department. This includes ensuring that a Personal Emergency Evacuation Plan is provided to any disabled student who requires one. Heads of Academic Departments are also responsible for ensuring that anticipatory approaches are agreed on an annual basis and that inclusive approaches and reasonable adjustments are in place for assessments organised within the department, including in-class tests. Additionally, they are responsible for ensuring that teaching and learning materials and practices within their department are accessible and meet the identified needs of disabled students. Finally, they are responsible for ensuring that their staff are aware of this policy.

**The Head of the Academic Quality Support Division** is responsible for ensuring that accessibility and inclusive practices are considered as part of module approval. They are also responsible for ensuring appropriate provision for reasonable adjustments is made under Appendix A of the Code of Practice on Assessment.

**The Head of Accommodation** is responsible for ensuring that disabled students who have specific accommodation needs have priority access to appropriate accommodation and that additional adjustments are made to the accommodation on an individual basis.

**Heads of all Other Departments** are responsible for ensuring their provisions are as accessible as possible e.g. provision of alternative formats.

**The Student Experience Manager (Timetabling and Examinations)** is responsible for ensuring that appropriate inclusive approaches and anticipatory and individual reasonable adjustments are available for centrally organised examinations. They are also responsible for ensuring that students’ timetables are constructed in a manner which takes account of individual access needs.

**The Head of Student Services** is responsible for advising the University about strategy and policy in relation to disabled students and identifying the impact of changes in the external environment on University provision. This person is also responsible for ensuring appropriate contracts and arrangements are in place for the provision of support workers. They are responsible for setting the annual funding threshold for individual reasonable adjustments which require the agreement of the Head of Student Welfare Advice and Guidance and for ensuring that the list of agreed anticipatory adjustments is updated annually. They are also responsible for the appropriate provision of mental health support for students.

**The Head of Student Welfare Advice and Guidance** is responsible for agreeing funding for individual reasonable adjustments above the threshold determined by the Head of Student Services. They are also responsible for ensuring disabled students are aware of the support available to them through Money Advice and Guidance.

**The Head of Study Abroad** is responsible for ensuring students who wish to participate in Study Abroad are provided with an opportunity to declare a disability. S/he is responsible for working with the relevant team within Student Services e.g. Disability Advice and Guidance, Mental Health Advisory Service, the student and relevant partner university to identify what adjustments are appropriate and reasonable within the context of a specific study abroad opportunity in line with the Code of Practice for off Campus Study.

**Module Coordinators** are responsible for checking which students on the module require reasonable adjustments and ensuring that staff teaching on the module are aware of these students’ requirements. (This information is available via reports on TULIP, and where students have a Student Support Information Sheet, this is available from the class list.)

**The Occupational Health Physician** is responsible for identifying before or at enrolment whether students on regulated programmes are fit to train and practise, in accordance with guidance from relevant statutory bodies. In addition, they are responsible for advising management whether students on regulated programmes, who have declared a disability, impairment or health condition need any adjustments to their training programme or programme of study on medical grounds. The responsibility for deciding whether the adjustments recommended are reasonable is that of DAG as identified in this policy and procedure. DAG may also recommend additional adjustments.

**Programme Directors** are responsible for reviewing the curriculum of their programmes and identifying appropriate inclusive approaches.

**The University Librarian** is responsible for ensuring that disabled students are able to access all Library provision.

**The University Safety Adviser** is responsible for providing information and advice about health and safety matters in relation to disabled students including in relation to risk assessments.  They are responsible for ensuring that information about Personal Emergency Evacuation Plans is available on the University intranet and for maintaining an up-to-date list of fire evacuation provisions in each building on campus.

## Declaring a Disability to the University

**5.2.1** All applicants to the University will be given an opportunity to declare a disability to the University.

**5.2.2** Prior to their arrival at the University, the Disability Advice and Guidance will contact those applicants who have both declared a disability and accepted an offer to study in order to begin to identify their support needs. If applicants are studying through a partner institution or online, the process may vary; Disability Advice and Guidance will be able to advise about appropriate processes.

**5.2.3** Applicants for clinical programmes who have declared a disability will be prioritised for health screening by Occupational Health.

**5.2.4** Students will be given a further opportunity to declare a disability at registration.

**5.2.5** Students are able to declare a disability at any point during their time at the University.

**5.2.6** If the student is on a clinical programme and there are serious concerns that the declared disability may impact on the student’s ability to meet competence standards, the student may be referred for an additional Occupational Health Assessment using the Fitness to Practise Procedure.

**5.2.7** Students who wish to access reasonable adjustments must contact Disability Advice and Guidance to discuss their needs.

**5.2.8** Students who wish to access reasonable adjustments will be required to provide evidence of their disability. Details of acceptable evidence can be found in [Appendix C.](#AppendixC)

## Identifying and Implementing Reasonable Adjustments

The University has a range of established practices which make programmes more inclusive. Information about these inclusive approaches will be made available on the DAG website and can also be found in [Appendix D](#AppendixD). This information will be reviewed and updated annually to reflect changing practice. Relevant inclusive approaches will be highlighted to students who declare a disability to the University by DAG and/or the relevant DDC. As some disabled students choose not to disclose to the University, all students will be informed about inclusive approaches which may be of particular benefit to disabled students, by relevant staff.

* + 1. The University seeks to identify the most common barriers experienced by disabled students and provide access to appropriate anticipatory adjustments. A list of agreed anticipatory adjustments can be found in [Appendix D](#AppendixD). Anticipatory adjustments will be agreed for the following programme categories:
* Undergraduate and postgraduate taught (non-clinical) programmes.
* Undergraduate and postgraduate taught (clinical) programmes.
* Postgraduate research programmes.  
  + 1. This list will be reviewed at least every two years. Heads of Departments and Heads of relevant Professional Services areas will be required to confirm that the listed anticipatory adjustments can be implemented on the relevant programmes within their department. Where a Head of School deems that an anticipatory adjustment is not reasonable, they will need to provide a written rationale to support this decision, e.g., that it compromises a competence standard. These rationales will be scrutinised by a panel consisting of the DAG Coordinator, the Head of Student Services, the Director of Legal, Risk and Compliance (or nominee), the relevant Associate Pro Vice Chancellor for Education and a Student Representative Officer If this group deems that there is insufficient reason to reject the anticipatory adjustment, the Head of Department will be required to make the anticipatory adjustment available.
    2. Whilst inclusive approaches and anticipatory adjustments will meet many of disabled students’ needs, some students will still require additional individual reasonable adjustments.
    3. DAG is responsible for identifying appropriate anticipatory and individual reasonable adjustments to programmes of study and wider University provision. If a student has an independent Assessment of Needs report for DSA purposes or an Educational Psychologist’s or Specialist Teacher’s report as set out in [Appendix C](#AppendixC) , the recommendations from these reports will be considered when identifying reasonable adjustments. DAG will firstly consider whether anticipatory adjustments will meet the specific needs of the individual student and then whether individual reasonable adjustments are required.
    4. DAG will consider a number of factors when deciding whether an individual adjustment is reasonable. Factors may include, but not be limited to, the perceived effectiveness of the adjustment, the time or resources required to implement the adjustment, the student’s previous experience of the adjustment and whether the need could be met through an existing inclusive approach or anticipatory adjustment. The University is not obliged to offer the student their preferred adjustment, particularly if an inclusive approach or alternative reasonable adjustment is available which would provide appropriate support for the student. (For information about the complaints process when a student disagrees with the proposed reasonable adjustment, see Section 5.4.)
    5. Where necessary, DAG will liaise with the relevant DDC to discuss whether an individual reasonable adjustment could conflict with the competence standards for the programme.
    6. Where students are able to access external funding for a reasonable adjustment, for example through DSA, the University would expect the student to access such funding. DAG will support the student through this process where necessary. Where such funding is not available and DAG identifies the adjustment to be reasonable, the University will seek to fund this adjustment where possible. Where the cost of the adjustment will exceed the annual threshold agreed by the Head of Student Services, the Head of Student Welfare Advice and Guidance will review DAG’s recommendations before the Student Support Information Sheet is finalised. If the Head of Student Welfare Advice and Guidance does not think that the proposed adjustment is reasonable based on the information provided by DAG, s/he will discuss alternative options with DAG who may then discuss these with the student before any adjustments are agreed.
    7. DAG will produce a Student Support Information Sheet which identifies the inclusive approaches and reasonable adjustments the student requires. DAG will, with the student’s consent, forward this to named contacts within relevant departments. This may include (but not be limited to) academic departments (the DDCs and in some cases a named administrator), the Library, IT Services and the Accommodation Office.
    8. If accessibility equipment and/ or ergonomic furniture or parking is required, DAG will inform Facilities, Residential and Commercial Services through the FM helpdesk. Operational protocols for implementing reasonable adjustments for equipment and/ or ergonomic furniture through FRCS can be found in [Appendix F](#AppendixF), operational protocols for arranging parking can be found in [Appendix G](#AppendixG).
    9. If accessibility software or specialist technology is required then a referral will be made to IT Services using the agreed online form.
    10. These named contacts are responsible for ensuring that relevant staff within their areas are aware of the reasonable adjustments that students need and that these are implemented. The class list available to lecturers on TULIP contains a link to the Student Support Information Sheets for disabled students (who have consented to share this information) in that class.
    11. DAG are responsible for making referrals to external agencies for support workers and should be considered the named contact for this element of provision.
    12. If a student does not think that the recommended reasonable adjustments have been implemented, they should raise this with the relevant contact for the area, e.g. the DDC, in the first instance. If this does not resolve the matter they should contact DAG who will endeavour to work with the relevant area to identify an appropriate solution. If the student remains dissatisfied they should make a complaint using the Student Complaints Procedure.
    13. A student’s disability may change throughout their programme of study, or they may find that the inclusive approaches and/ or reasonable adjustments which were appropriate at one stage of their programme are no longer appropriate. In such instances, the student should request a review appointment with DAG and discuss these changes. DAG will identify whether there are additional or alternate inclusive approaches or reasonable adjustments which would meet the student’s needs. The process will then proceed as from 5.3.4 above.
    14. **For students on non-clinical programmes.**  If DAG make recommendations for individual reasonable adjustments to a student’s academic department but the department does not consider the recommended adjustment to be reasonable, then DAG will request a written rationale for the department’s decision and this shall be considered by a Panel consisting of DAG Coordinator, the Head of Student Services, the Director of Student Administration and Support, the Director of Legal, and Compliance (or nominee), the relevant Associate Pro Vice Chancellor for Education and a Student Representative Officer. If the Panel agree that the adjustment is reasonable, the department will be required to implement the adjustment.
    - If the Panel accepts the department’s rationale that the adjustment is not reasonable and the student is dissatisfied s/he may make a complaint under Stage 2 of the Student Complaints Policy and Procedure.
    1. **For students on clinical programmes.** Reasonable adjustments for students on clinical programmes are communicated via a Student Support Information Sheet in the same way as for students on other programmes. If potential individual reasonable adjustments are identified by DAG these will be discussed with the DDC in the relevant department before they are included in the student’s SSIS to ensure that they do not compromise competence standards. If it is not possible to agree an appropriate adjustment then advice may be sought from Occupational Health. Further information about fitness standards for the professions can be found on the Higher Education Occupational Health Physicians website <http://www.heops.org.uk/guide.php>
    2. Occupational Health are responsible for ensuring that students on clinical programmes are fit to practise and are able to meet the relevant competence standard with reasonable adjustments if required. Wherever possible, the fitness to practise of applicants who have declared a disability will be assessed prior to the applicant entering the University. The Occupational Health Physician may make recommendations for reasonable adjustments. This information will be provided to DAG to inform the student’s Student Support Information Sheet.

## Reasonable Adjustments Complaints Process

* + 1. This process is not intended to address complaints that an agreed reasonable adjustment has not been implemented. Such complaints should be dealt with using the process in 5.3 above. Complaints about support provided through the Disabled Students’ Allowance should be made using the DSA complaints procedure. Students who wish to appeal against an award of DSA funding should raise a formal appeal by contacting the SLC by email: [formal\_appeals@slc.co.uk](mailto:formal_appeals@slc.co.uk) Complaints about support which is provided by external NMH providers should be made using the organisation’s procedures. This will be available from their website.
    2. The University recognises the importance of appropriate inclusive approaches and reasonable adjustments being put in place as soon as possible. In situations where a student is not satisfied with the inclusive approaches and reasonable adjustments which have been recommended, it is important that these concerns can be addressed in a timely manner. A specific process has therefore been developed in relation to complaints about reasonable adjustments. If this does not resolve the student’s complaint, then the student can move to the second stage of the Student Complaint’s Procedure.
    3. A student who disagrees with the reasonable adjustments recommended by DAG should discuss this with DAG in the first instance. DAG will consider the student’s views and will consider whether there are other reasonable alternatives. Where it is possible to agree a reasonable alternative, the student’s SSIS will be updated and recirculated.
    4. If the student is unable to resolve the matter informally, they should set out their concerns in writing to the Head of Student Services. The Head of Student Services (or nominee) will investigate the matter and will respond to the student in writing, normally within 14 calendar days. If the Head of Student Services finds the student’s concerns are justified, s/he will make recommendations for alternative inclusive approaches/ reasonable adjustments which DAG will be required to recommend for implementation.
    5. To determine what is reasonable requires an understanding of the specific elements of a student’s complaint and the academic and/ or institutional context. The Head of Student Services may seek advice from the Director of Legal, and Compliance (or nominee) and relevant staff within the academic area about what might be considered reasonable within the specific context. The Head of Student Services may need to disclose relevant information about the complaint to enable these individuals to determine what is relevant. Only the information necessary to aid such a determination will be shared. All parties will be reminded of the need to ensure that the information remains confidential. By making a complaint, the student accepts that the Head of Student Services may disclose relevant information on this basis.
    6. If the student is dissatisfied with the Head of Student Services’ decision, they can make a complaint under stage two of the Student Complaints Policy and Procedure. If the student wishes to raise such a complaint, they should normally do so within 28 calendar days of receipt of the Head of Student Services’ decision. The Student Complaints Procedure can be found at the following link: https://www.liverpool.ac.uk/student-administration/student-administration-centre/policies-procedures/complaints/

https://www.liverpool.ac.uk/student-administration/student-administration-centre/policies-procedures/complaints/

# Related Policies

The University has a range of policies which are designed to support all students, some of which may have particular relevance to disabled students. Brief details of these policies are provided below. Please note that details of these policies may change and students and staff should ensure they refer to the latest version of each document:

* + 1. [**Policy on Adjustments to Examinations and Assessment Arrangements for Disabled Students**](https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_K_cop_assess.pdf)(Appendix K of the **Code of Practice on Assessment).** This Code of Practice sets out the inclusive approaches and reasonable adjustments which are available to disabled students in examinations and assessment.
    2. [**Policy on Extenuating Circumstances in Relation to Performance in Examinations and Assessments**](https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_M_cop_assess.pdf) (Appendix M of the Code of Practice on Assessment). This policy outlines provision for students whose assessments have been affected by unanticipated circumstances. This does not cover students whose performance has been affected by a disability who have a Student Support Information Sheet which identifies reasonable adjustments to overcome these barriers. Where a student experiences an unexpected change to their disability which is not addressed by the reasonable adjustments and/or develops a new condition, they may be able to request extenuating circumstances. Students should seek advice from their named school contact or DDC in such circumstances. Lack of engagement with DAG may not be considered to be grounds for extenuating circumstances.
    3. [Policy and Procedures to Determine a Student’s Fitness to Continue in Study](https://www.liverpool.ac.uk/media/livacuk/student-administration/sas/studentadministration/Policy,and,Procedures,to,Determine,and,Support,a,Students,Fitness,to,Continue,in,Study,APPROVED,2017.pdf)**.** This policy sets out the University’s approach to students on academic programmes when there are concerns about the student’s Fitness to Study. It sets out the University’s generic fitness standards which students are required to achieve (with appropriate reasonable adjustments if necessary).
    4. [**Fitness to Practice**](https://www.liv.ac.uk/student-administration/student-administration-centre/policies-procedures/fitness-to-practise/)**.** This policy sets out the University’s approach to students on clinical programmes when there are concerns about the student’s Fitness to Practice. It sets out the University’s generic fitness standards which students are required to achieve (with appropriate reasonable adjustments if necessary) and makes reference to relevant professional body standards.
    5. Health and Safety information regarding disabled students can be found at the [Safety Advisers web pages](https://www.liverpool.ac.uk/safety/)**.** This site also provides advice on Personal Emergency Evacuation Plans (PEEPs) and risk assessments.

# Appendices

## Appendix A | The Definition of Disability in the Equality Act 2010 and the General Duty

1. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. People who have had a disability within the definition are protected from discrimination even if they no longer have a disability. The term ‘impairment’ covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing. The term ‘mental impairment’ is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning difficulties. A substantial adverse effect is something more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people. A long-term effect of impairment is one:

* which has lasted at least 12 months, or
* where the total period for which it lasts is likely to be at least 12 months, or
* which is likely to last for the rest of the life of the person affected.

1. Effects which are not long-term would therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months. If an impairment has had a substantial adverse effect on normal day-to-day activities but that effect ceases, the substantial effect is treated as continuing if it is likely to recur; that is, if it is more probable than not that the effect will recur. For example, a person with rheumatoid arthritis may have an impairment that has a substantial adverse effect, but which then ceases to be substantial (i.e. the person has a period of remission). Normal day-to-day activities are those which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument or a sport to a professional standard or performing a skilled or specialist task related, for example, to a particular academic discipline, education or training course. However, someone who is affected in such a specialised way but is also affected in normal day-to-day activities would be covered by this part of the definition.
2. Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects although not the impairment. In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops, because the individual no longer has a disability. The sole exception to the rule about ignoring the effects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while the person is wearing spectacles or contact lenses should be considered. People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities. Progressive conditions are conditions that are likely to change and develop over time. Examples given in the Act are cancer, multiple sclerosis, and HIV infection. Where a person has a progressive condition s/he will be deemed to be covered by the Equality Act effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities. If a genetic condition has no effect on ability to carry out normal day-to-day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, then the rule about progressive conditions applies. Certain conditions are to be regarded as not amounting to impairments for the purposes of the Act. These are:

* addiction to or dependency on alcohol, nicotine, or any other substance (other than as a result of the substance being medically prescribed)
* seasonal allergic rhinitis (for example hay fever), except where it aggravates the effect of another condition
* tendency to set fires
* tendency to steal
* tendency to physical or sexual abuse of other persons
* exhibitionism
* voyeurism.

1. Disfigurements which consist of a tattoo (which has not been removed), non-medical body piercing, or something attached through such piercing, are to be treated as not having a substantial adverse effect on the person’s ability to carry out normal day-to-day activities.

The General Duty

There is a general Disability Equality Duty that applies to all public authorities, plus additional specific duties to support the majority of public authorities in achieving the outcomes required by the general duty. The basic requirement for a public authority when carrying out their functions is to have due regard to do the following:

* promote equality of opportunity between disabled people and other people
* eliminate discrimination that is unlawful under the Equality Act
* eliminate harassment of disabled people that is related to their disability
* promote positive attitudes towards disabled people
* encourage participation by disabled people in public life
* take steps to meet disabled people’s needs, even if this requires more favourable treatment.

‘Due regard’ means that authorities should give due weight to the need to promote disability equality in proportion to its relevance.

## Appendix B | Departmental Disability Contact Role Description

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| **Provision of Support for Disabled Students in Schools and Institutes**  Heads of Department are responsible for ensuring that there is appropriate support in place for disabled students within their Department. Each Department is required to have an Academic Departmental Disability Contact (DDC). In Department with a large number of disabled students, the Department may wish to allocate more than one academic DDC and/or also provide appropriate administrative support. All tasks in the role description below are required and may all be completed by the Academic DDC; those listed under the Academic DDC may only be completed by the Academic DDC; those listed under the Administrative DDC may be completed by either role holder. The Academic DDC should provide advice and guidance on matters which are discipline specific e.g. in relation to access requirements for particular activities.  New DDCs are expected to complete the online training module available in the University VLE, (Canvas). | | |
|  | Academic Departmental Disability Contact | Administrative Departmental Disability Contact |
| The role of the DDC is to | * Support disabled students within the School/Institute. * Support the work of Disability Advice and Guidance (DAG) with regard to disabled students. * Work collaboratively with the DAG to develop support strategies in line with the specific needs of individual students. | |
| In order to fulfil this purpose, the DDCs have a responsibility to: | 1. Be available for support and consultation in drafting Individual Student Support Information Sheets and other support documents, especially with regard to individual reasonable adjustments. 2. Provide subject and programme specific information especially with regard to the additional support considerations of fieldwork/practice placement education. 3. Provide academic advice, guidance and support on the implications of reasonable adjustments within the programme requirements including any impact on learning and teaching and/or competence standards. 4. Liaise with students, fieldwork, practice placement, work experience coordinators and educators regarding reasonable adjustments. 5. Attend Department Disability Contact Network Forum Meetings in order to raise/discuss pertinent issues and share good practice. 6. Delegate associated tasks as appropriate within the Department/School. 7. Work with School/Institute staff to develop a more accessible curriculum. 8. Keep abreast of national legislation and University policies regarding higher education and disabled students especially in relation to their own School/Institute e.g. professional competencies, fieldwork/practice placement education. | * Monitor the implementation of recommended anticipatory and individual reasonable adjustments. * Identify where adjustments are not being implemented and reasons for this and where necessary to seek advice from the DAG in relation to this * Provide a point of enquiry/signposting for colleagues and students in relation to support available to disabled students e.g. the DAG, the Counselling Service, or Mental Health Advisory Service. * Access Tulip to maintain a list of current disabled students within the School/Institute. * Communicate each disabled student’s support needs effectively, in line with School/Institute procedures, in order to minimise potential disadvantage. * Liaise with School/Institute Examinations Officer(s) regarding arrangements for examinations organised within the School/Institute. * Participate in campus accessibility tours with individual students, DAG representatives and Facilities Management representatives to consider accessibility issues. * Support the Head of School/Institute to ensure that Personal Emergency Egress Plans (PEEPS) are organised and implemented by the Departmental/School Health and Safety Coordinators. Referring disabled students as appropriate. * Support Module leads in utilising the Tulip system to identify the anticipatory and individual reasonable adjustments required by students on modules. |
|  | * Ensure disabled student know how their reasonable adjustments will be implemented within the School/Institute * Following review of the new SSIS received by the School/ Department to meet with all disabled students whose SSIS indicates a need for individual reasonable adjustments and/ or a requirement to meet with the Academic DDC. * Contacting disabled students with complex needs within the School/Institute at the beginning of the academic year offering to meet to review support needs and reasonable adjustments. * Availability to meet with disabled students as required. * Consulting with disabled students and advising / working with colleagues in developing an accessible curriculum. | * Read all new Student Support Information Sheets (SSIS) received by the School/Institute and undertake appropriate action to ensure reasonable adjustments are implemented. * Following this to meet with all disabled students whose SSIS recommends anticipatory adjustments to determine how these will be implemented (unless the SSIs specifically recommends meeting with the Academic DDC). * Contacting all disabled students within the Department/ School at the beginning of the academic year to remind them that support is available and advising them how to contact the DDCs within the School/Institute. |

## Appendix C | Requirements for the provision of supporting documentation & Records Management guidelines for students who have disabilities, medical conditions, mental health difficulties or specific learning difficulties e.g. dyslexia, dyspraxia

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## Introduction

In accordance with the Equality Act 2010, the University of Liverpool Strategic Plan and the University’s Disabled Students Policy, the University of Liverpool will consider the needs of disabled students to prevent discrimination occurring.

This guidance sets out clear instructions as to the documentation that disabled students are required to provide in seeking reasonable adjustments and support. Its intent is to eliminate confusion and inconsistency so that students are assisted in a timely and efficient manner. In addition, it explains how the documentation will be processed, stored and managed within Disability Advice and Guidance.

## The Legal Context

The Equality Act contains a ‘positive statutory duty’ on public bodies to promote equality of opportunity between disabled and other persons also referred to as the general duty, this sets out what public authorities must do in order to promote equality of opportunity. Public authorities are already under the statutory duty not to discriminate against disabled students and staff by treating them less favourably than other persons as well as the statutory duty to make anticipatory and individual reasonable adjustments disabled staff and students. The University’s general duties under the Equality Act are that in carrying out our functions we must have due regard for the need to:

* 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;
* take steps to take account of disabled persons’ disabilities even where this means treating disabled persons more favourably than other persons.

In practice this means that the University must take account of disability equality in every area of its day-to-day work.

## Guidelines

### 3.1 Requirements of Documentation

**3.1.1** Disabled students who require reasonable adjustments to minimise the disadvantage caused by their disability, must provide appropriate documentation which verifies the existence of the disability, before reasonable adjustments can be recommended. In very exceptional cases, where the medical evidence or psychological report provided appears to be comprehensive but does not fully meet the University’s requirements, interim disability support may be provided. This will only be the case where, in the professional judgment of Disability Advice and Guidance, not doing so would substantially disadvantage you and doing so would not compromise academic or other prescribed standards.

Any such interim disability support would be conditional on you agreeing to provide medical evidence or a psychological report which does meet University requirements within an agreed timescale. Where such medical evidence or psychological report is not provided within the agreed timescale interim disability support may be withdrawn until such medical evidence or psychological report is provided.

**3.1.2 Documentation should**:

1. be in the format of a letter, medical evidence template or report, must be signed with a clear written statement of who has signed the letter on letter headed paper, or have the practice stamp on it;
2. be written in legible English and signed by the health professional; and
3. have been recently provided, that is within the last twelve months for fluctuating disabilities, and within the last three years for a permanent disability unless the situation changes (please also refer to 3.2.3 for specific learning difficulties requirements).
4. **include the following information**:

* the diagnosis or working diagnosis (if available)
* main symptoms of the condition
* the duration of the symptoms when known i.e. has it lasted at least 12 months, is it likely to last for at least 12 months, or is it likely to last for the rest of your life
* details, where appropriate, of any medication and any reported side effects
* the impact of the condition on day-to-day activities.

Students who provide a DSA Assessment of Needs report are not required to provide additional medical evidence as the report includes reference to the evidence provided to the funding body. However, if the student requests adjustments which are not recommended in the report or the detail of the evidence is needed to establish appropriate support, e.g. Educational Psychologists’ Report for exam arrangements, evidence in line with that listed above may be required.

In some circumstances, where the medical evidence provided does not meet the requirements set out in 3.1.2, and where the student is likely to be substantially disadvantaged, Disability Advice and Guidance may use their professional judgement to recommend appropriate reasonable adjustments.  The support implemented in such cases may be conditional on the student providing additional information as agreed with DAG. Where such additional information is not provided within the agreed timescale interim disability support may be withdrawn until such information is provided.

Please note that documents which are not in English must be accompanied by a full translation undertaken by a qualified professional translator/ translation service.The translation document must include:

* a statement that it is an accurate translation of the original document
* the date of the translation
* the translator’s full name and signature, and
* the translator’s contact details.

**3.1.3**. In accordance with Data Protection consent, DAG staff members cannot contact an external thirdparty (e.g. G.P.) on a student’s behalf to obtain documentation to verify a disability. Students are responsible for contacting the appropriate professional and for meeting the cost of production of appropriate documentation

The document “Guidelines to support GP’s & health care professionals in writing medical evidence for students requesting reasonable adjustments” can be used by students when requesting supporting documentation (Appendix C).

### 3.2. Suggested documentation to support a specific disability

##### 3.2.1 Blind/Visual Impairment

Students should provide appropriate documentation from an ophthalmologist, general practitioner (GP) or consultant. Alternatively, students may provide evidence that they are registered with Local Authority or certified as Blind, severely sight impaired or Sight Impaired or partially sighted.

##### 3.2.2. Deaf/Hearing Impairment

Students should provide appropriate documentation from a registered audiologist, general practitioner (GP) or consultant.

##### 3.2.3. Specific Learning Difficulties, e.g. dyslexia, dyspraxia, dyscalculia

It is recognised that SpLDs are a lifelong neurological difference. The impact of which can vary at different stages of education but that the underlying diagnosis does not change. Students should provide an appropriate diagnostic assessment report in respect of an assessment undertaken at any age. This report must be undertaken by a registered chartered educational psychologist or specialist teacher (holding a current practising certificate for assessing specific learning difficulties, issued by their relevant professional association i.e. hold a current SpLD APC or be HCPC registered at the time of the assessment) based on psychometric testing. The assessment should meet the SpLD Standards Committee Guidelines detailed at [SASC website](https://sasc.org.uk/), regardless of the age of the student at the time of assessment

* ***Dyspraxia/Developmental Coordination Disorder/***AD(H)D and Acquired Dyslexia***:*** if an educational psychologists’ diagnostic assessment is not available alternative medical documentation is sufficient evidence of a disability. This would usually be from a clinical psychologist, consultant neurologist, physiotherapist, occupational therapist, general practitioner (GP) or speech & language therapist with an appropriate diagnosis should be provided.

##### 3.2.4. Medical Conditions

Students must provide appropriate documentation from a general practitioner (GP) or qualified medical professional.

Autism Spectrum Disorder e.g. Asperger’s Syndrome, Pervasive Developmental Disorder Students must provide appropriate documentation from a psychiatrist, clinical psychologist or general practitioner (GP). We acknowledge that a diagnosis of an autistic spectrum disorder is a lifelong neurodevelopmental condition.

##### 3.2.5 Mental Health Difficulties

Students must provide appropriate documentation from a professional with formal accreditation from a relevant professional body this may be a psychologist, a social worker, psychiatrist, care co-ordinator, general practitioner (GP), community psychiatric/mental health nurse, occupational therapist, cognitive behaviour therapist, psychotherapist or appropriately qualified medical professional. We will also accept Student Finance England’s mental health evidence proforma.

##### 3.2.6 Physical Disability

Students must provide appropriate documentation from a general practitioner (GP) or appropriate specialist.

##### 3.2.7 Progressive conditions

The following progressive conditions are accepted as meeting the definition of disability under the Equality Act (deemed disabilities) from the point at which the individual is diagnosed; evidence of the condition alone can therefore be accepted:

* Multiple Sclerosis
* HIV
* Cancer

### Records Management

**4.1** All members of staff are responsible for ensuring that records for which they are responsible are accurate, and are maintained and disposed of in accordance with the standards laid down in section 2 of the University’s Records Management Policy and Data Protection Policy. Documentation submitted to Disability Advice and Guidance regarding a student’s disability is considered as “sensitive personal data”; this includes information about a physical or mental disability as defined by the Equality Act. This information will be managed and stored (in an electronic format in most circumstances and hard copy where appropriate) by Disability Advice and Guidance in line with the General Data Protection Regulations. GDPR states that sensitive personal data cannot generally be disclosed, unless explicit consent has been received.

### 5. Data Security

* Student case notes/files will be kept securely; both access to and disclosure of data is restricted to members of the DAG.
* All personal information in the form of manual records will be kept in locked filing cabinets or in a locked drawer/office.
* All information which is computerised will be password protected, with passwords being regularly changed, so that only authorised staff members can view or alter confidential data.
* When manual records, or printouts containing personal data, are no longer required, they will be shredded or bagged and disposed of securely.

##### All DAG members will ensure that:

* Any personal data which they hold is kept securely
* Personal information is not disclosed either orally or in writing or accidentally or otherwise to any unauthorised third party.

### Acknowledgements

The University’s Data Protection Policy, [**http://www.liv.ac.uk/legal/data\_protection/policy/**](http://www.liv.ac.uk/legal/data_protection/policy/)

The University of Liverpool – Records Management Policy, [**http://www.liv.ac.uk/csd/records-management/retention-schedule/**](http://www.liv.ac.uk/csd/records-management/retention-schedule/)

## Appendix D | Inclusive approaches and anticipatory reasonable adjustments

This appendix provides examples of inclusive approaches which are currently being used in some parts of the University. It also provides details of anticipatory adjustments which will be implemented as required on clinical and non-clinical taught programmes and for research students. Additional individual reasonable adjustments may also be required and will be agreed on a case by case basis with departments.

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## Inclusive Approaches

The University encourages the use of appropriate inclusive approaches in teaching, learning and assessment. Inclusive approaches consider the needs of disabled students as part of the wider student body. Inclusive approaches which meet the needs of disabled students are also likely to meet the needs of other student groups e.g. the use of lecture capture may have particular benefits for international students; Know How has been designed for all students but may have particular benefits for groups of disabled students.

A range of inclusive approaches has been developed across the University. The list below is not exhaustive but provides examples of current inclusive approaches which have been adopted in some parts of the University. Other departments may wish to consider adopting these approaches and/ or developing additional inclusive approaches to reduce the need for reasonable adjustments.

### Teaching and Learning

* The use of lecture capture technology for taught sessions. The required technology is currently available in 240 shared teaching rooms (details available from ITS).
* Microphones should be used in teaching rooms wherever they are available.
* All pre-recorded materials shared with students (video and audio) are

provided in an accessible format with closed captions (this feature is available within Canvas Studio or Microsoft Stream) or with an alternative format e.g. transcript

* All Webinars have closed captions activated (when platform allows) and the session recorded.
* Users of the Canvas VLE should make use of the inbuilt accessibility checker, part of the rich content editor, to ensure that any content created is as accessible as possible to users.
* Material used in synchronous teaching situations (remote or face to face,) is provided in advance as standard.
* Mix of synchronous/asynchronous activities will be offered as standard to all students
* The design of practical assessments includes additional time for all students so that there is no need for disabled students to have additional time.
* The provision of Know How study skills workshops.

### Library

* The provision of a book and copy delivery service which enables students to order materials to be delivered to their home address.
* The provision of a photocopying request service.
* The provision of subject specialist assistance is available to all students
* The provision of networked accessibility software in the libraries.

### Campus accessibility

* The conduct of an annual audit of all University buildings provides up-to-date accessibility information about the campus which is available via the Disabled Go website.
* The provision of evacuation chairs throughout the campus.

### IT Services

* Provision of a range of software available to all students which improves access for disabled students. Details are available [here](https://www.liverpool.ac.uk/csd/accessibility/)

## Anticipatory Adjustments

Anticipatory adjustments are provisions which are identified and available to reduce the impact of barriers commonly experienced by disabled students. This includes established policies and practices such as the provision of additional time in examinations and physical adjustments such as the provision of accessible accommodation and blue badge parking spaces.

The University seeks to identify the barriers which are most frequently faced by disabled students and then put in place measures to reduce or remove these barriers. These anticipatory adjustments have been agreed by all relevant Heads of Department and can therefore be implemented as required. It is unlikely that an individual student would require all of the adjustments listed below.

## Taught Students on Non-Clinical Programmes

### Teaching and Learning

* Disabled students are allowed to record lectures and seminars in line with the University’s guidance on recording lectures.
* Lecture notes/ slides are made available on VITAL at least twenty-four hours in advance of the lecture. (NB If sessions rely on external staff this anticipatory adjustment may not be possible; departments should endeavour to provide copies of slides as soon after the lecture as possible).
* Reading lists are provided in advance of the start of modules. Where possible, reading lists should be prioritised to direct students to key texts.
* Teaching materials are provided in required alternative formats e.g. Braille, electronic text or subtitled videos/DVDs.
* Disabled students can request extended access to appropriate departmental resources to support equal access e.g. additional access to microscopes or audio-visual materials.
* If required, lecturers will wear a radio microphone to enable deaf students to use a hearing system e.g. infrared hearing system.
* If required, lecturers will wear a see through face mask or visor to enable deaf students to lip read.
* Synchronous seminar/ tutorial/webinar contribution awareness. Tutors will be aware not to ask the student direct questions unless this is an assessment requirement.
* Copies of handouts will be provided on request
* The student is allowed to bring food and drink into teaching spaces (not labs).
* Staff to be aware that this student may not feel comfortable having their camera switched on during online teaching sessions, due to reasons associated with their disability
* When using the chat pane in online sessions tutors should should read out/ summarise comments & questions from the chat pane. If referring to comments in the chat, tutors should read the comment before hand.
* During online synchronous sessions, Tutors should ensure all microphones are switched off when a person is not speaking to reduce background noise.Disabled students can request reviews of their progress with appropriate members of academic staff,
* Extra time to read, understand and prepare answers. Staff to be aware that it may take this student additional time to process information and formulate a considered response.
* Disabled students, as appropriate, are permitted to wear sunglasses when working both indoors and outside, due to visual impairment.
* Partner Institutions, delivering University of Liverpool programmes e.g. year 0, will discuss reasonable adjustments recommended in a student’s Student Support Information Sheet.

### Practicals/ Laboratories and Workshops

* Individual risk assessments are undertaken if required for laboratory work to identify any additional support which the student requires. Any additional support measures will be communicated to relevant laboratory staff.
* Disabled students may be allocated extra time to complete practical assignments/reports outside of the laboratory, where work is normally completed within the session. This may include the production of diagrams on a computer rather than by hand.
* Disabled students may request additional assistance from the demonstrator.
* Disabled students are permitted to use electronic devices such as tablet computers, Dictaphones or notebook computers subject to appropriate risk assessment.
* Laboratory manual/experimental scripts are made available in advance when this is consistent with course requirements.
* Facilitate integration into group work activities
* An alternative to standard headphones will be provided in language laboratories
* Students are permitted to take occasional breaks during laboratory sessions to enable them to leave the lab. and safely take the medication, drink and/or snack as required for medical reasons.

**Assessment**

* Feedback on draft assignments is provided in line with departmental policy.
* All assessment feedback is provided in an accessible format. Disabled students may request extensions to individual coursework deadlines for reasons relating to their disability using the appropriate departmental procedure (rather than using the extenuating circumstances procedure to apply for late penalties to be removed).
* Appropriate reasonable adjustments to exams are implemented in accordance with the Code of Practice on Assessment.
* Appropriate reasonable adjustments are implemented by the department for class tests and assessments in line with centrally organised examinations.
* Appropriate adjustments are implemented for assessed presentations e.g. presentation to a small group or to the individual assessor; additional time provided due to speech difficulties; submission of a recording for Oral Presentations in advance
* For further details please see [Appendix K of](https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_K_cop_assess.pdf) the Code of Practice on Assessment.
* University-sanctioned off-campus placements Disabled students are provided with the opportunity to meet with the off-campus activity coordinator t to discuss individual requirements.
* Disabled students are prioritised over non-disabled students for placement location requests for reasons relating to the impact of the student’s disability, where all other aspects of the requests are equal.

### Library

* General assistance will be provided in the library
* The Library will facilitate use of the photocopying facilities
* The Library will register disabled students with Bookshare, an ebook library

### General

* Disabled students will be provided with access to a storage facility e.g. locker if required.
* Disabled students will be provided with access to loan equipment e.g. Dictaphone, accessibility software licence
* Lecturers will check Student Support Information Sheets from the class list and make required adjustments in class.
* A Personal Evacuation and Egress Plan (PEEP) will be developed and implemented in line with the University’s Policy and Code of Practice for Means of Escape for Disabled People.
* Disabled students will be allowed flexibility in their attendance and tutors will be made aware of potential punctuality difficulties resulting from the student’s disability.
* Disabled students will be permitted to leave lectures, labs or other classes for a short break e.g. to administer insulin, eat/drink, manage anxiety symptoms or to take a brief rest.
* The academic department will facilitate a disabled student’s support workers e.g. allowing support workers to attend lectures/labs, have access to synchronous online provision.
* Appropriate enabling equipment will be provided in the department on the recommendation of Disability Advice and Guidance e.g. adjustable desk, lab stool, or accessible software.
* Timetabling will, as far as possible, take into account the requirements of individual disabled students to enable them to access classes.
* Facilities for charging a powered wheelchair will be made available in as appropriate location
* Spending pen for Assistance Dog will be made available in an appropriate location
* Necessary arrangements relating to a student’s Assistance Dog, within the teaching environment, will be discussed and agreed on a regular basis
* Emergency medical procedure identified as part of a risk assessment to be communicated to all relevant staff
* The provision of Support Workers to meet individual disabled students’ needs, as appropriate.

## Taught Students on Clinical Programmes

### Teaching and Learning

* Disabled students are allowed to record lectures and seminars in line with the University’s guidance on recording lectures.
* Lecture notes/ slides are made available on the VLE (VITAL or Canvas) at least twenty-four hours in advance of the lecture. (NB If sessions rely on external staff this anticipatory adjustment may not be possible, departments should endeavour to provide copies of slides as soon after the lecture as possible).
* Reading lists provided in advance of the start of modules. Where possible, reading lists should be prioritised to direct students to key texts.
* Teaching materials are provided in required alternative formats e.g. electronic text or subtitled videos
* Disabled students can request extended access to appropriate departmental resources to support equal access e.g. additional access to microscopes or audio-visual materials.
* If required, lecturers will wear a radio microphone to enable deaf students to use a hearing system e.g. infrared hearing system.
* If required, lecturers will wear a see through face mask or visor to enable deaf students to lip read.

Support will be provided to enable a student to access pre-recorded audio materials to ensure equal access e.g. subtitles, closed captions or transcription provided

* Copies of handouts will be provided on request
* The student is allowed to bring food and drink into teaching spaces (excluding lab - based, clinical or clinical simulation classes)
* Synchronous seminar/ tutorial/online contribution awareness. Tutors will be aware not to ask the student direct questions unless this is a competence requirement.
* When using the chat pane in online sessions tutors should should read out/ summarise comments & questions from the chat pane. If referring to comments in the chat, tutors should read the comment before hand...
* On occasion, this student may be unable to attend taught classes because of symptoms associated with their condition. Tutors to be aware that this student should therefore be allowed where able flexibility in their attendance, whilst still meeting the competency standards of the programme. Where at all possible the student should prioritise attendance at classes that are difficult to repeat e.g. certain practical’s such as dissections.
* The student should approach the appropriate tutor to obtain copies of work missed as required. The student should adhere to the Procedures for Reporting and Recording Sickness and Absence for the School/ Institute
* During synchronous online sessions tutors should ensure all microphones are switched off when a person is not speaking to reduce background noise.
* Disabled students can request reviews of their progress with appropriate members of academic staff,
* Disabled students, as appropriate, are permitted to wear sunglasses when working both indoors and outside, due to visual impairment.
* Partner Institutions, delivering University of Liverpool programmes e.g. year 0, will discuss reasonable adjustments recommended in a student’s Student Support Information Sheet.

### Laboratory (Excluding Clinical Simulation Laboratories)

* Individual risk assessments are undertaken if required for laboratory work to identify any additional support which the student requires. Any additional support measures will be communicated to relevant laboratory staff.
* Disabled students may be allocated extra time to complete practical assignments/reports outside of the laboratory, where work is normally completed within the session. This may include the production of diagrams on a computer rather than by hand.
* Disabled students may request additional instruction or clarification from the demonstrator when undertaking new tasks.
* Disabled students are permitted to use electronic devices such as tablet computers, Dictaphones or notebook computers in the laboratory subject to appropriate risk assessment.
* Laboratory manual/experimental scripts are made available in advance when this is consistent with course requirements.
* Facilitate integration into group work activities
* Students are permitted to take occasional breaks during laboratory sessions to enable them to leave the lab. and safely take the medication, drink and/or snack as required for medical reasons.

### Assessment

* Feedback on draft assignments is provided in line with departmental policy.
* All assessment feedback is provided in an accessible format.
* Disabled students may request extensions to individual coursework deadlines for reasons relating to their disability using the appropriate departmental procedure, (rather than using the extenuating circumstances procedure to apply for late penalties to be removed).
* Appropriate reasonable adjustments are implemented by the department for in class tests and assessments in line with centrally organised examinations.
* Appropriate reasonable adjustments to exams are implemented in accordance with the Code of Practice on Assessment.
* Appropriate adjustments are implemented for assessed presentations e.g. presentation to a small group or to the individual assessor; additional time provided due to speech difficulties; submission of a recording for Oral Presentations in advance in line with professional regulatory requirements, or alternatives where this is possible.
* For further details please see [Appendix K of](https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_K_cop_assess.pdf) the Code of Practice on Assessment.

### University-sanctioned off-campus placements

* Disabled students will be provided with the opportunity to meet with a named member of staff (this would normally be the DDC) to discuss individual requirements for placements.
* Disabled students are prioritised over non-disabled students for placement location requests for reasons relating to the impact of the student’s disability, where all other aspects of the requests are equal.

### Library

* General assistance will be provided in the library
* The Library will facilitate use of the photocopying facilities
* The Library will register disabled students with Bookshare, an ebook library

### General

* Disabled students will be provided with access to a storage facility e.g. locker if required.
* Disabled students will be provided with access to loan equipment e.g. Dictaphone, accessibility software licence
* Lecturers will check Student Support Information Sheets from the class list and make required adjustments in class.
* A Personal Evacuation and Egress Plan (PEEP) will be developed and implemented in line with the University’s Policy and Code of Practice for Means of Escape for Disabled People.
* Disabled students will be permitted to leave lectures, labs or other classes for a short break e.g. to administer insulin, eat/drink, manage anxiety symptoms or to take a brief rest.
* The academic department will facilitate a disabled student’s support workers e.g. allowing support workers to attend lectures/labs, access to webinars.
* Appropriate enabling equipment will be provided in the department on the recommendation of Disability Advice and Guidance e.g. adjustable desk, lab stool, or accessible software.
* Timetabling will, as far as possible, take into account the requirements of individual disabled students to enable them to access classes.
* Facilities for charging a powered wheelchair will be made available in as appropriate location
* Spending pen for Assitance Dog will be made available in an appropriate location
* Emergency medical procedure identified as part of a risk assessment to be communicated to all relevant staff
* The department will consider whether arrangements can be made for a student’s assistance dog and where aproopriate will make appropriate arrangements relating to a student’s assistance dog, within the teaching environment. Such arrangements will be subject o risk assessment and will be reviewed on a regular basis
* The provision of Support Workers to meet individual disabled students’ needs, as appropriate.

## Postgraduate research students

* Disabled students are allowed to record lectures and seminars in line with the University’s guidance on recording lectures.
* Disabled students are allowed to record meetings including supervision sessions.
* Appropriate enabling equipment will be provided in the department on the recommendation of Disability Advice and Guidance e.g. adjustable desk, lab stool, or accessible software.
* Extensions for required deadlines can be requested and considered on a case by case basis
* Exam adjustments are implemented for disabled students within their Viva as appropriate.
* Disabled students will be provided with access to a storage facility e.g. locker if required.
* Disabled students will be permitted to present to a smaller group at the Independent Progress Assessment Panel
* Disabled students will be permitted to submit recordings of Oral Presentations
* Disabled students, can request to work flexible hours, in agreement with their Supervisor (dependant on access to resources if working outside standard office hours)
* Disabled students can work flexibly between University, Library and Home, in agreement with their Supervisor.

### University-sanctioned off-campus placements

* Disabled students will be provided with the opportunity to meet with the off-campus activity coordinator to discuss individual requirements.
* Disabled students will be prioritised for placement location requests if related to the impact of their disability.

### General

* A Personal Evacuation and Egress Plan (PEEP) will be developed and implemented in line with the University’s Policy and Code of Practice for Means of Escape for Disabled People.
* Disabled students are allowed flexibility in their attendance and tutors will be made aware of potential punctuality difficulties resulting from the student’s disability.
* Appropriate enabling equipment will be provided in the department on the recommendation of Disability Advice and Guidance e.g. adjustable desk, lab stool, or accessible software.
* The academic department will facilitate a disabled student’s support workers e.g. allowing support workers to have space to assist students in the work place, access to on-line meetings (as appropriate).
* Necessary arrangements relating to a student’s Assistance Dog, within the working environment, will be discussed and agreed in advance
* The provision of Support Workers to meet individual disabled students’ needs, as appropriate.

## All Students

### Library

* Short-term loan items will be automatically issued for a longer period than the standard period i.e. one-day loan items will be issued for three days, three-day loan items for seven days, and seven-day loans for three weeks.
* Disabled students can access copies of accessible core texts using the library’s online system.
* Disabled students can request copies of articles and book copies in accessible PDF format in line with copyright restrictions.
* Disabled students are allowed priority booking when booking personal study rooms or using the accessibility software PC's.
* Deaf students who cannot hear a fire alarm can be alerted to an alarm using the DMS text messaging system.
* Individual basic orientation to the library can be scheduled for disabled students.
* Individual subject specific support e.g. information literacy, using subject-based resources, appropriate referencing can be scheduled for disabled students.

### Accommodation

* Disabled students’ requests for particular accommodation, which meets their disability related needs, are prioritised.
* Disabled students who require a carer will be provided with a carer’s room at no additional cost. Wherever possible, carers will be located in a room adjoining that of the disabled student.
* Disabled students who need to store medication in a fridge will be provided with an individual fridge for this purpose.
* Deaf students who are unable to hear a fire alarm will be provided with a rumble pillow and flashing light alarm.
* Disabled students can request that a room is equipped with an emergency alarm provision.
* The Halls’ pastoral support staff will be made aware of a disabled student’s support needs and will ensure regular contact is maintained as required.
* Disabled students’ requests for University accommodation to be available beyond year one, are prioritised.

## Appendix E | Assistance Dogs: Guidance for students with Assistance Dogs

This guidance aims to outline:

* the arrangements that the University will take to provide a welcoming, safe and inclusive environment for Assistance Dogs, their owners, and other users of the University campus
* the roles and responsibilities within the University in relation to Assistance dogs, including the responsibilities of assistance owners when on University property

**Definition of an Assistance Dog:**

An Assistance Dog is one which has been specifically trained to assist disabled people.

The University requires an Assistance dog to be qualified by one of the organisations registered as a member of Assistance Dogs (ADUK), Assistance Dogs International (ADI) or the International Guide Dog Federation (IGDF). These assistance dogs are trained to a high standard, have formal identification and are permitted to accompany their owners at all times and in all places within the United Kingdom (unless there is a genuine health and safety risk).

On the grounds of Health and Safety responsibilities to staff, students and visitors, the University will only allow access for a dog that is accredited by Assistance Dogs UK (ADUK) or the international equivalent and evidence of this accreditation is provided. Please note, a pet or a Therapy or Emotional Support Animal is not an Assistance dog.

Therapy and support animals are different to Assistance Dogs and will only be permitted in University premises on a case-by-case basis, with the prior written agreement of the University.  Decisions to allow an Emotional Support Animal onto University property (or not to allow) will consider relevant factors such as the health, safety and welfare of others (including other animals), laboratory requirements, licence conditions, adequacy of training, insurance arrangements and any other relevant considerations.

If a dog has been specially trained to provide assistance to a disabled individual, but has not been qualified by one of the organisations specified above, the case will be considered on a case by case basis and a risk assessment must be undertaken before the dog will be allowed access.

**The University: Arrangements**

Assistance Dogs are highly trained working dogs, performing tasks to assist disabled persons. As such staff and students should not:

● Touch or feed an Assistance Dog, unless invited to do so by their owner;

● Deliberately distract or startle an Assistance Dog; or

● Separate or attempt to separate an Assistance Dog from the person using the animal’s service.

It should be recognised that some assistance dogs are trained to behave differently when they detect a potential seizure and they can appear to be misbehaving (examples include excessive pawing or climbing on its owner).

The University offers the following arrangements to provide support for all members of the University community and visitors with Assistance Dogs:

1. Arrival or pre-arrival campus orientation on request
2. Support and advisory services from the University’s Disability Advice and Guidance team members and Academic departments
3. Spending pen(s) provided for the toilet needs of assistance dogs
4. Water bowls provided for Assistance Dogs

**Roles and responsibilities**

Residential, Sport and Commercial Services (Accommodation)

1. To inform other students living in University accommodation, who are likely to come into contact with the Assistance Dog, for confirmation that they would not be adversely affected by the presence of a dog
2. To allocate an appropriately sized room
3. Identification of appropriate location for spending pens for the toilet needs of the dog
4. Put in place appropriate measures to accommodate the assistance dog and owner within the accommodation premises

Residential, Sport and Commercial Services (Facilities)

1. Ensure upkeep and installation (if necessary) of spending pens, including the provision of bins for dog refuse disposal
2. Provision of water bowls

Academic Department

1. Where the student requires access to specialist teaching spaces such as laboratories, or placements or fieldtrips undertake a risk assessment.
2. Develop a Personal Emergency and Evacuation Plan for assistance dogs and their owner
3. Organise orientation of the campus

Student Welfare Advice and Guidance

1. Advise students with Assistance Dogs and signpost to this guidance
2. Recommend appropriate reasonable adjustments
3. Liase with academic departments and accommodation to ensure reasonable adjustments have been made
4. Provide guidance for staff on how to interact with assistance dogs

The Owner

The Assistance Dog is the responsibility of the owner who must ensure that the Assistance Dog:

1. Provides evidence of the dog’s accreditation status prior to commencing studies
2. Ensures their Assistance Dog is covered by full liability insurance and provides a copy to the University
3. Is kept on a lead at all times when walking within the University premises or safely harnessed when unsupervised for short periods of time
4. Uses the spending pen facilities and does not allow fouling on University paths or grounds.
5. Has its requirements in regards to feeding and toileting met
6. Does not enter other students’ bedrooms or shared bathroom facilities in the University accommodation
7. Behaves in a manner appropriate at all times and does not disrupt others.

## Appendix F | Operational protocols relating to the University Campus access, accessibility equipment and ergonomic furniture for individual students.

This appendix provides the operational protocols to ensure disabled students can access reasonable adjustments relating to the University Campus access, accessibility equipment and ergonomic furniture.

**Referral**

A Disability Adviser may recommend that a student requires a reasonable adjustment(s) relating to the University Campus access, accessibility equipment and/or ergonomic furniture. In these cases, the Adviser will make a referral to the FM help desk to request that Facilities, Residential and Commercial Services (FRCS) carry out a specific action(s). This will ensure the recommendation can be implemented by the most appropriate contact within an agreed timescale.

Referrals will be recorded by FRCS on the “Plan-On” database, prioritised and sent for action to the individual FRCS contact(s). A weekly report will be produced by FRCS and sent to the Disability Support Team, the Departmental Disability Contact & the individual FRCS contact(s). The FRCS contacts will be responsible for implementing the adjustment, follow up and signing off the referral activity.

When an activity request is ongoing i.e. required to be implemented each semester, such as the moving of ergonomic furniture into the appropriate room; the student’s academic department will be responsible for providing the appropriate timetable to the FRCS contact prior to the start of each semester.

## Appendix G | Car Parking on Campus for Disabled Students

The University of Liverpool provides off-street private parking for staff and visitors at the Liverpool Main campus and Leahust campus. The number of parking spaces available at the city centre campus is extremely limited, and accessed on a first come basis, therefore students are encouraged to use alternative modes of transport.

Disabled students can gain access to the University of Liverpool staff car parks in the following circumstances:

### Holder of a Local Council Blue Badge Scheme Permit

The University recognises a Council issued Blue badge as proof of the need to access car parks on campus. A number of parking bays for blue badge holders are provided throughout the City Centre campus. These are clearly marked with the disabled symbol painted on the ground within the bay and, in some instances; a plate is affixed to the kerb edge. No charge is made for blue badge holder parking.

Blue badge holders are requested to register their details and email a copy of their Blue badge (which must be in-date), to [Vehicle Parking Administration](https://www.liverpool.ac.uk/facilities-residential-and-commercial-services/contactus/), and in doing so will be provided with free parking on campus.

### Local Council Blue Badge Scheme Permit application pending

If a student has applied for a Council issued Blue badge and is awaiting assessment by their Council, a request can be made to the Disability Advice and Guidance (DAG) team for temporary access, up to 3 months, to University staff car parks whilst awaiting a decision. If the application for a Blue badge is unsuccessful access will be removed.

Students should provide proof of this application and supporting medical evidence directly to DAG.

### Specific circumstance request: on disability grounds

If a student has a specific circumstance related to their disability, which means they require access to University staff car parks a request can be made to DAG. It would be expected that this would be in exceptional circumstances, as a request will be unsuccessful if an alternative reasonable adjustment is available to the student e.g. access to public transport, funded taxi provision (via funding provider), Local Council Blue Badge Scheme or the ability to use visitor or public car parks close to the University. The University is not obliged to offer the student their preferred adjustment.

Students should provide supporting medical evidence which details why access to the University staff car park, as opposed to the visitor or public car parks is required on medical grounds, including why other reasonable adjustments would not be appropriate.

#### Please note:

The University is unable to reserve car parking spaces in any circumstance.

Being issued with access to University staff car parks does not guarantee a parking space.

Accessible bays can only be used by students or staff with Blue badge permits or those issued with a temporary permit to use these bays by DAG i.e. students with a Local Council Blue Badge Scheme Permit application pending. Permits must be displayed and clearly visible at all times.

## List of Links

CSD accessibility <https://www.liverpool.ac.uk/csd/accessibility/>

Safety Advisers web page**:** <https://www.liverpool.ac.uk/safety/>

SpLD Standards Committee Guidelines: <https://sasc.org.uk/>

The University’s Data Protection Policy: <https://www.liverpool.ac.uk/legal/data_protection/policy/> The University of Liverpool – Records Management Policy: <https://www.liverpool.ac.uk/csd/records-management/retention-schedule/>

Vehicle Parking Administration contact: <https://www.liverpool.ac.uk/facilities-residential-and-commercial-services/contactus/>