
Reasonable Adjustments

Policies and Procedures – Teaching Qualifications

bbodance 2022-23

1. Introduction

- 1.1. bbodance is committed to creating and sustaining a positive learning experience for all students. Along with continued development of inclusive learning, teaching and assessment methods, bbodance makes reasonable adjustments to arrangements for learning, teaching and assessment of disabled students.
- 1.2. bbodance supports any student who discloses a disability either as part of their course application or during their studies in applying for reasonable adjustments to learning, teaching and assessment.
- 1.3. bbodance is subject to the Equality Act 2010 (“the Act”) which consolidates the Disability Discrimination Act of 1995, the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005. The Act requires that bbodance pays due regard to the need to “advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.”
- 1.4. This policy should be read in conjunction with the Student Handbook.

2. Definition of Disability

- 2.1 The Equality Act confirms that a person has a disability if:
 - (a) they have a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- 2.2 According to the Act, the effect of an impairment is considered long-term if:
 - (a) it has lasted at least 12 months;
 - (b) the period for which it lasts is likely to be at least 12 months; or
 - (c) it is likely to last for the rest of the life of the person affected.
- 2.3 Some examples of disability are:
 - Specific Learning Difference/Difficulty (SpLD) such as dyslexia, dyspraxia or attention deficit disorder
 - Asperger/Autism
 - Mental health difficulties or conditions, e.g. long-term depression and anxiety
 - Mobility issues
 - Long-term medical conditions, e.g. chronic fatigue syndrome, diabetes, asthma, cancer, endometriosis, lupus, Crohn’s Disease, Ulcerative Colitis, Epilepsy, Hypermobility Syndrome
 - Deaf/hard of hearing
 - Blind/Visual impairment

3. Reasonable Adjustments

- 3.1 bbodance provides reasonable adjustments when learning, teaching and/or assessment “puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled”.
- 3.2 A reasonable adjustment is a reasonable variation or alteration made so that a disabled student can access without disadvantage the educational opportunities offered without compromising the expected academic standards. Such reasonable adjustments apply to the delivery of teaching, consistent with the learning outcomes of a course or module and the examination and assessment process, consistent with academic standards.
- 3.3 bbodance does not make adjustments to learning outcomes or assessment criteria; instead, adjustments are applied to the way in which the learning outcome and/or assessment criterion is assessed.
- 3.4 bbodance does not make allowances for spelling, grammar and punctuation errors consistent with dyslexia. Instead, students with dyslexia are expected to make full use of available applications and software designed specifically to support students with their technical writing skills.
- 3.5 bbodance does not provide a specialist disability support tutor. Students seeking additional specialist support are advised to contact the Teaching Qualifications Manager for guidance on seeking specialist support independently.
- 3.6 Reasonable adjustments are made on the basis of identifiable evidence verified by the Teaching Qualifications Manager.

4. Examples of Reasonable Adjustments

- 4.1 Examples of reasonable adjustments include but are not limited to:

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| Learning and Teaching | <ul style="list-style-type: none">• PowerPoint slides and handouts made available in advance (where possible)• Voice recording of tutorials• Access to recordings of webinars or Training Days• Additional time to complete independent study tasks and formative assessment• Additional time in individual tutorials• Modification of practical material and practical tasks |
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| All Summative Assessments | <ul style="list-style-type: none"> • Additional time to complete summative assignments and an adjusted date for assessment submission/presentation |
| Live Presentation and Viva Summative Assessments | <ul style="list-style-type: none"> • Choice of when and where the presentation or viva may take place • Option to submit a recorded presentation • 25% additional time for live presentation and/or questions • Adjustment to the questioning format |

5. Evidence of Disability Required for Reasonable Adjustments

- 5.1 Students will need to have medical evidence or a diagnostic assessment report to apply for reasonable adjustments. The following types of evidence/report will be accepted:
- SpLD – a diagnostic assessment report from a chartered or practitioner educational psychologist or specialist teacher holding a current Assessment Practising Certificate
 - Medical condition – letter from doctor or specialist consultant
 - Hearing impairment – audiology report
 - Visual impairment – blind/visual impairment registration
 - Mental health difficulty or condition – letter or report from Community Mental Health Team or psychologist
- 5.2 Evidence submitted should explain explicitly why the student needs adjustments to learning, teaching and/or assessment and what adjustments are recommended. Evidence should be signed, dated and submitted on headed paper.

6. Applying for Reasonable Adjustments

- 6.1 Students should complete an Application for Reasonable Adjustments form and submit it, along with the required evidence, to the Teaching Qualifications Manager.
- 6.2 Students should apply for reasonable adjustments within the first few weeks of their course so that adjustments can be applied to learning, teaching and assessment as soon as possible.
- 6.3 If a student applies for reasonable adjustments after their first module summative assessment, reasonable adjustments will only be applicable for any remaining module summative assessments.
- 6.4 The Teaching Qualifications Manager may arrange to discuss a student's particular needs with a student prior to agreeing the reasonable adjustments to be applied.

- 6.5 The reasonable adjustments that can be applied will be outlined in the Application for Reasonable Adjustments, which will be emailed to the student to amend (if needed), agree and sign.
- 6.6 The signed document will be shared with the student's tutors so that adjustments to learning, teaching and assessment can be put in place for the duration of the student's studies.
- 6.7 If a student finds that a particular adjustment is not working, they can contact the Teaching Qualifications Manager to discuss amendments to their reasonable adjustments.
- 6.8 If an application for reasonable adjustments is rejected, a clear reason for rejection will be provided as well as suggestions for suitable alternatives to reasonable adjustments.
- 6.9 A student is entitled to appeal against rejection of an application for reasonable adjustments by following the bbodance Complaints Policy & Procedure, available at <https://bbo.dance/policies-and-guidelines>.
- 6.10 bbodance welcomes feedback from students with reasonable adjustments on the effectiveness of reasonable adjustments with a view to enhancing the Teaching Qualifications and student experience. Students can provide feedback directly to the Teaching Qualifications Manager during their studies or as part of their course evaluation.