



Policy and Procedures Regarding Reasonable Adjustments and Support for Disabled Students

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1. Introduction

1.1 The University of Liverpool is committed to providing an inclusive environment which enables all students 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 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.

2. Scope

2.1 This policy addresses all aspects of support for disabled applicants and students at the University of Liverpool.

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 by Laureate Online Education; 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.

3. 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).

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. iLearn 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 through inclusive approaches or anticipatory adjustments.

Laureate Online Education - the provider of University of Liverpool online postgraduate degrees.

Reasonable adjustments – anticipatory and individual reasonable adjustments.

CSD – Computing Services Department

DDC – Disability and Dyslexia Contact

DSA – Disabled Students' Allowance

DST – Disability Support Team

FRCS – Facilities, Residential and Commercial Services

NMH – Non-medical Helpers

SEG – Senior Executive Group

SLC – Student Loans Company

SpLD – Specific Learning Difficulties

SSIS – Student Support Information Sheet

4. Approach

4.1 The University uses the social model of disability which 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 necessary 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. The Disability Support Team 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 Disability and Dyslexia 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 the DST'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 named 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.

5. 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 the Disability Support Team.

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 the DST as required about the appropriateness of individual reasonable adjustments. (See Appendix B for the DDC's Job Description.)

Administrative DDCs are administrative or support members of staff responsible for providing administrative support to 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 CSD is responsible for ensuring that appropriate accessible software and hardware are available for disabled students, including a small bank of loan equipment. S/he is 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 Facilities, Residential and Commercial Services is responsible for ensuring that the University campus, including all University buildings, is physically accessible and that accessibility equipment and ergonomic furniture is managed effectively. S/he is 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 Director of Marketing and Communications is responsible for ensuring that all communications produced by the University (including the website) are available in accessible formats. S/he is also responsible for ensuring that University events such as open days and graduations are accessible to all participants (including visitors).

The Disability Support Team 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. The DST is also responsible for communicating the student's needs to all relevant parties. The DST is responsible for providing advice to staff and students about disability- related matters.

The Disability Working Group is responsible for reviewing compliance with this policy and making recommendations to the Senior Executive Group for amendments to policy and practice. (Terms of Reference for this group can be found in Appendix F.)

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. 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. S/he is 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.

The Head of the Counselling and Mental Health Advisory Services is responsible for ensuring appropriate provision of support to students with mental health difficulties.

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

The Head of Student Academic Services is responsible for ensuring that appropriate inclusive approaches and anticipatory and individual reasonable adjustments are available for centrally organised examinations. S/he is 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. S/he is also responsible for ensuring appropriate contracts and arrangements are in place for the provision of support workers. S/he is responsible for setting the annual funding threshold for individual reasonable adjustments which require the agreement of the Head of Student Support Services and for ensuring that the list of agreed anticipatory adjustments is updated annually

The Head of Student Support Services is responsible for agreeing funding for individual reasonable adjustments above the threshold determined by the Head of Student Services. S/he is also responsible for ensuring disabled students are aware of the support available to them through the Financial Support Team.

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 Support Team, Mental Health Advisory Service, the student and relevant academic department to identify what adjustments are appropriate and reasonable within the context of a specific study abroad opportunity.

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, s/he is 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 the DST as identified in this policy and procedure. The DST may also recommend additional adjustments.

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

Senior Executive Group (SEG) 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 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. S/he is 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.

5.2 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 Support Team 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; the Disability Support Team 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 the Disability Support Team 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.

5.3 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 DST website and can also be found in Appendix E. 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 the DST 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.

5.3.1 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. 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.

5.3.2 This list will be updated on an annual basis. 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, s/he 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 DST 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 deem that there is insufficient reason to reject the anticipatory adjustment, the Head of Department will be required to make the anticipatory adjustment available.

5.3.3 Whilst inclusive approaches and anticipatory adjustments will meet many of disabled students' needs, some students will still require additional individual reasonable adjustments.

- 5.3.4** The DST 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 report, the recommendations from these reports will be considered when identifying reasonable adjustments. The DST will firstly consider whether anticipatory adjustments will meet the specific needs of the individual student and then whether individual reasonable adjustments are required.
- 5.3.5** The DST 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 8.)
- 5.3.6** Where necessary, the DST will liaise with the relevant DDC to discuss whether an individual reasonable adjustment could conflict with the competence standards for the programme.
- 5.3.7** 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. The DST will support the student through this process where necessary. Where such funding is not available and the DST 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 Support Services will review the DST's recommendations before the Student Support Information Sheet is finalised. If the Head of Student Support Services does not think that the proposed adjustment is reasonable based on the information provided by the DST, s/he will discuss alternative options with the DST who may then discuss these with the student before any adjustments are agreed.

- 5.3.8** The DST will produce a Student Support Information Sheet which identifies the inclusive approaches and reasonable adjustments the student requires. The DST 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 and the Accommodation Office. If accessibility equipment and/ or ergonomic furniture is required, the DST will inform Facilities, Residential and Commercial Services through the FM helpdesk.
- 5.3.9** 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.
- 5.3.10** The DST are responsible for making referrals to external agencies for support workers and should be considered the named contact for this element of provision.
- 5.3.11** If a student does not think that the recommended reasonable adjustments have been implemented, s/he 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 s/he should contact the DST who will endeavour to work with the relevant area to identify an appropriate solution. If the student remains dissatisfied s/he should make a complaint using the Student Complaints Procedure.

5.3.12 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 DST and discuss these changes. The DST 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 7.4 above.

5.3.13 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. 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 the DST to inform the student's Student Support Information Sheet.

5.4 Reasonable Adjustments Complaints Process

5.4.1 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 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.

- 5.4.2** 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.
- 5.4.3** A student who disagrees with the reasonable adjustments recommended by the DST should discuss this with the DST in the first instance. The DST 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.
- 5.4.4** 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 the DST will be required to recommend for implementation.
- 5.4.5** 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, Risk 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.

- 5.4.6** 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/>
- 5.4.7** If the DST 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 the DST will request a written rationale for the department's decision and this shall be considered by a Panel consisting of the DST 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 the Panel agree that the adjustment is reasonable, the department will be required to implement the adjustment.
- 5.4.8** 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.

5.5 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:

5.5.1 Policy on Adjustments to Examinations and Assessment

Arrangements for Disabled Students(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.

5.5.2 Policy on Mitigating Circumstances in Relation to Performance in Examinations and Assessments (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 mitigating circumstances. Students should seek advice from their named school contact or DDC in such circumstances. Lack of engagement with the DST may not be considered to be grounds for mitigating circumstances.

5.5.3 Fitness to Study. 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).

5.5.4 Fitness to Practice. 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.

5.5.5 Health and Safety information regarding disabled students can be found at the following link <https://www.liv.ac.uk/intranet/safety/a-z/d/disabledpeopleandhealthandsafety/>. This site also provides advice on Personal Emergency Evacuation Plans (PEEPs) and risk assessments.

6. 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.

2. 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.

3. 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.

4. 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 | Disability and Dyslexia Contact Role Description

Provision of Support for Disabled Students in Schools and Institutes

Heads of School/Institute are responsible for ensuring that there is appropriate support in place for disabled students within their School/Institute. Each School/Institute is required to have an Academic Disability and Dyslexia Contact. In Schools/Institutes with a large number of disabled students, the School/Institute 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.

	Academic Disability and Dyslexia Contact	Administrative Disability and Dyslexia Contact
The role of the DDC is to	<ul style="list-style-type: none"> • Support disabled students within the School/Institute. • Support the work of Disability Support Team with regard to disabled students. • Work collaboratively with the Disability Support Team 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:	<ul style="list-style-type: none"> • Be available for support and consultation in drafting Individual Student Support Information Sheets and other support documents, especially with regard to individual reasonable adjustments. • Provide subject and programme specific 	<ul style="list-style-type: none"> • 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 Disability

	<p>information especially with regard to the additional support considerations of fieldwork/practice placement education.</p> <ul style="list-style-type: none"> • 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. • Liaise with students, fieldwork, practice placement, work experience coordinators and educators regarding reasonable adjustments. • Attend Disability and Dyslexia Contact Network Forum Meetings in order to raise/discuss pertinent issues and share good practice. • Delegate associated tasks as appropriate within the Department/School. • Work with School/Institute staff to develop a more accessible curriculum. 	<p>Support Team in relation to this</p> <ul style="list-style-type: none"> • Provide a point of enquiry/signposting for colleagues and students in relation to support available to disabled students e.g. the Disability Support Team, 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, Disability Support Team representatives and Facilities Management
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	<ul style="list-style-type: none"> • 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. 	<p>representatives to consider accessibility issues.</p> <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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. 	<p>recommends meeting with the Academic DDC).</p> <ul style="list-style-type: none"> • 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.
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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



STUDENT ADMINISTRATION AND SUPPORT DIVISION STUDENT SUPPORT SERVICES DISABILITY SUPPORT TEAM

1. 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 the Disability Support Team.

2. 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.

3. 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 the Disability Support Team, 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:

- i. 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;
- ii. be written in legible English and signed by the health professional; and
- iii. 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).
- iv. 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, the Disability Support Team 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 the DST. 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 that can be independently verified. The original translation must contain confirmation from the translator:

- 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, the Disability Support Team staff members cannot contact an external third party (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

Students should provide appropriate diagnostic assessment from a registered chartered educational psychologist or specialist teacher (holding a current practising certificate for assessing specific learning difficulties, issued by their relevant professional association) based on psychometric testing. The assessment should meet the SpLD Standards Committee Guidelines at: <http://www.sasc.org.uk/SASC>
The student should have been at **least 16 years of age at the time of testing**.

- ***Dyspraxia/Developmental Coordination Disorder:*** if an educational psychologists' diagnostic assessment is not available alternative documentation from a clinical psychologist, consultant neurologist, physiotherapist, occupational therapist, general practitioner (GP) or speech & language therapist with an appropriate diagnosis should be provided.

Please Note: for Disabled Student Allowance purposes, Student Finance England/Local Authorities/Research Councils require the student to have been at least 16 years of age at the time of testing.

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.

3.2.6 Mental Health Difficulties

Students must provide appropriate documentation from a registered psychologist, a social worker, psychiatrist, care co-ordinator, general practitioner (GP), community psychiatric nurse, occupational therapist or appropriately qualified medical professional. We will also accept Student Finance England's mental health evidence proforma.

3.2.7 Physical Disability

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

3.2.8 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

4. Records Management

4.1.1 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 the Disability Support Team 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 the Disability Support Team in line with the Data Protection Act (1998) (DPA). The DPA states that sensitive personal data cannot generally be disclosed, unless explicit consent has been received.

5. Data Security

5.1.1 Student case notes/files will be kept securely; both access to and disclosure of data is restricted to members of the Disability Support Team.

5.1.2 All personal information in the form of manual records will be kept in locked filing cabinets or in a locked drawer/office.

5.1.3 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.

5.1.4 When manual records, or printouts containing personal data, are no longer required, they will be shredded or bagged and disposed of securely.

5.1.5 All Disability Support Team 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.

6. Acknowledgements

The University of Liverpool - Legal services guidance notes for Data Protection Policy, http://www.liv.ac.uk/legal/data_protection/guidance_notes/

The University's 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/>

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.

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; iLearn 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 approximately 50 rooms (details available from CSD) and will be extended in 2015/16.
- 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 iLearn study skills tutorials

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 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.

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.
- 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 loop.

Laboratory

- 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 in the laboratory subject to appropriate risk assessment.
- Laboratory manual/experimental scripts are made available in advance when this is consistent with course requirements.

Assessment

- Feedback on draft assignments is provided in line with departmental policy.
- 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.

For further details please see Appendix K of the Code of Practice on Assessment.

Placements/fieldtrips

- Disabled students are provided with the opportunity to meet with the placement coordinator/Study Abroad Team contact 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.
- Disabled students are provided with the opportunity to discuss individual support requirements/reasonable adjustments prior to all fieldtrips with their DDC.

General

- Disabled students will be provided with access to a storage facility e.g. locker if required.
- 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.
- Appropriate enabling equipment will be provided in the department on the recommendation of the Disability Support Team 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.

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 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 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 loop.

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.

Assessment

- Feedback on draft assignments is provided in line with departmental policy.
- Disabled students may request extensions to individual coursework deadlines for reasons relating to their disability using the appropriate departmental procedure, (rather than using the mitigating 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 in line with professional regulatory requirements.

Clinical Placements/ Fieldtrips

- Disabled students will be provided with the opportunity to meet with the placement coordinator/Study Abroad Team contact 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.
- Disabled students will be provided with the opportunity to discuss individual support requirements/reasonable adjustments prior to all fieldtrips with their DDC.

General

- Disabled students will be provided with access to a storage facility e.g. locker if required.
- 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.
- Appropriate enabling equipment will be provided in the department on the recommendation of the Disability Support Team 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.

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 the Disability Support Team 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.

Placements/fieldtrips

- Disabled students will be provided with the opportunity to meet with the placement coordinator/Study Abroad Team contact to discuss individual requirements.
- Disabled students will be prioritised for placement location requests if related to the impact of their disability.
- Disabled students will be provided with the opportunity to discuss individual support requirements/reasonable adjustments prior to all fieldtrips with their DDC.

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 the Disability Support Team e.g. adjustable desk, lab stool, or accessible software.

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 | Disability Working Group

(Secretary: Diversity and Equality Officer Darren Mooney)

Terms of Reference

- a) To review the implementation of the Policy and Procedures Regarding Reasonable Adjustments and Support for Disabled Students and make recommendations for change as required.
- b) To review the implementation of the Policy on Managing Reasonable Adjustments for Disabled staff and make recommendations for change as required.
- c) To contribute to the development of the Equality Action Plan, specifically with regard to disabled people.
- d) To contribute to the ongoing review of access issues across the campus as required by Facilities, Residential and Commercial Services.
- e) To act as a forum for the discussion of issues raised by disabled members of staff and students regarding academic provision and the provision of and access to facilities and support services.
- f) To identify and ensure the dissemination of best practice in the area of disability equality.
- g) To make recommendations to the Senior Executive Group relating to disability equality.
- h) To provide advice to the Safety Adviser's Office on matters relating to disabled people such as Personal Emergency Evacuation Plans and Risk Assessments in relation to disabled students and staff.

Membership

Head of Student Services (Chair)

Disability Support Team Coordinator

Head of Student Support Services

Disabled Staff Network Representative

Disability Support Team Representative

Head of Facilities Maintenance
Director of Residential and Commercial Services
Departmental Disability and
Dyslexia Contacts (HLS)

Departmental Disability and
Dyslexia (Contact) (HSS)

Departmental Disability and
Dyslexia Contact (SE)

Head of Academic Quality Support Division

Operations Manager, Computing Services

Head of Customer Services, Library

University Safety Adviser

Representative from Marketing
and Communications

Student Representative Officer

Disabled Student Representative

Reporting

The Group will meet three times during the academic session and will report to the Senior Executive Group.

Appendix F | Guidance for students studying Continuing Education programmes Online, non-campus based (excludes online degrees delivered by Laureate Online Education)

This appendix provides an overview of how students undertaking short online programmes within the Centre for Lifelong Learning can access individual reasonable adjustments and disability-related support.

Pre-entry

Information detailing the support available for disabled students can be found at the Disability Support Teams web pages here:

<https://www.liverpool.ac.uk/studentssupport/disability/contacts/>.

Applicants can request that the standard application form/method of applying is provided in an alternative format.

All Online applicants will be given an opportunity to declare a disability to the University and to highlight if support may be required to their department.

If support is requested the Disability Support Team will be informed by the department and will ask students to complete an information questionnaire about their disability and the support they may need.

Disability-related needs

If students wish to access reasonable adjustments supporting documentary evidence of their disability must be provided. Details can be found at appendix Three.

The Disability Support Team will identify appropriate anticipatory and individual reasonable adjustments based on the information provided by the student. This will usually be undertaken at a distance, e.g. by phone or email.

Students who are eligible to claim Disabled Students' Allowances will require an independent Needs Assessment. The Disability Support Team can assist with this process and provide further information of how to access this support.

The Programme

The University of Liverpool's On-line programmes are designed to be accessible to a wide range of students to reduce the need for individual adjustments. For example:

- Web material and videos will be accessible (e.g. by the use of captions)
- Programme materials are designed to be helpful for students with literacy difficulties
- Provision of accessibility support via free software toolbars e.g. EduApps

Specialist equipment

If a PC is needed to access the programme being studied, students will be expected to provide this equipment themselves.

The University can advise students on suitable hardware, accessibility software and free apps which they may wish to access. Students can use the Universities "Apps Anywhere" to access software off campus through a Web browser -

<http://apps.liv.ac.uk/>. A list of the software which is available can be found here:

<http://csd.liv.ac.uk/software/appssoftware.aspx>.

Non-Medical Helpers

Support from Non-Medical Helpers (NMHs), e.g. One to One Study Skills Support may be considered by exception only. The following will be taken into account when considering a recommendation for NMH support:

- The individual students' disability-related study needs;
- The number of recommended study hours required per week;
- The examination and assessment requirements;
- Study tasks/activities to be undertaken.
- Students would usually access NMHs at a distance e.g. Telephone, Skype, email.