



## **Birmingham City University International College**

### **NPR M1b: Disability Policy**

#### **Version 2.1**

## **1. Introduction**

BCUIC is fully committed to a policy of equal opportunities for disabled staff and students and aims to create an environment allowing students to fully demonstrate their potential.

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 (Equality Act 2010).

## **2. Admissions**

Applications from candidates with disabilities will be assessed on the basis of academic suitability for the course in question but will also be subject to the ability of the applicant to meet any professional practitioner requirements.

If BCUIC is unable to meet your additional needs, or can only do so by compromising the learning experience which would disadvantage the applicant, we will endeavour to inform you as soon as possible.

### **Do you need to declare your disability?**

If you do not disclose your disability at admission, BCUIC will not be aware of any additional support or needs you may have and thus no additional support will be provided to you upon arrival.

We actively encourage you to disclose your disability as early as possible so that we can discuss your support requirements and ensure that we are able to provide adequate support.

If you do not disclose your disability until after you have registered with the College, the College will seek to support you to the best of its ability but cannot make any guarantees on meeting your additional needs.

### **Do you need to provide evidence of your disability?**

If you need to access any adjustments to teaching and assessment practices such as extra time in exams, you will need you to provide documentary evidence to confirm the impact of your disability to our admissions team. It is your responsibility to provide the appropriate evidence and to ensure that it is current and up to date, normally within a year of your application to BCUIC.

### **What evidence can you use?**

#### Physical, sensory, mental health, and other medical conditions

In most cases, a letter from an appropriately qualified medical practitioner confirming your disability and the nature of the difficulties it presents you with will be sufficient.

#### Specific Learning Difficulties and other cognitive impairments

Evidence requirements are more specific and rigorous. Essentially, you will need to be assessed after your 16th birthday using tests designed for use with adults as opposed to children. The assessment will need to contain an assessment of your underlying cognitive ability as well as any areas of difficulty such as literacy and will need to be carried out by an appropriately qualified professional tutor or psychologist.

## **3. Teaching and Learning**

A key role BCUIC has, is to prepare you for the University and studying in Higher Education. One of the key differences you may find between BCUIC and School/College is the independent learning culture in place within higher education. This culture applies to disabled and non-disabled students alike.



Reasonable adjustments are intended to minimise, as far as is reasonably possible, any adverse impacts a disability or disabilities might have on your capacity to access the teaching aspects of Navitas UPE and typical examples would include:

- Access to course materials in alternative formats
- Class allocation based on accessibility
- Equipment loans of assistive hardware
- Assistive software
- Library support
- Tutorial and additional study skills

#### **4. Examination and Assessment Procedures**

Extensions to deadlines can be accommodated where necessary but this will be for relatively exceptional cases through a structural adjustment such as a reduced overall pace of study or alternative modes of assessment that is pre-planned, agreed and put in place from the outset.

A general option to seek extensions on an ad hoc basis is not available as it can lead to a cumulative and ultimately unmanageable backlog of unfinished work as the course proceeds and completely undermines the necessary development of a systematic study habit. The Academic and Student Services team in the College are on hand to support you with time management skills.

However, if you do experience an unforeseen worsening of your condition that does affect your ability to complete work on time or sit an assessment then you are eligible for consideration under Extenuating Circumstances rules, in the same way as all students who fall unexpectedly ill while at the College.

The exact nature of any reasonable adjustments shall be determined by the specific needs of the student, but may involve adjustments to:

- a) Process of timed assessments - such as the provision of additional time, rest breaks assessment in separate rooms, alternative formats, the appointment of a reader, scribe or amanuensis and use of word processing packages and assistive technology.
- b) Nature of all assessments – such as the substitution of an alternative assessment method where the maintenance of the existing method will place the student at a substantial disadvantage and such substitution will not compromise the rigour and comparability of the assessment.

#### **5. Partner University**

As well as making an application to study with BCUIC, you are also applying to study with the Partner University. As such, the College will liaise with the University to ensure that the relevant support required can be provided when you transfer to the University. Dependent upon the individual case, will depend upon whether this is addressed at admission stage or transfer to the University. For more information, please see <http://www.port.ac.uk/additional-support-and-disability-advice-centre/>. (<https://www.bcu.ac.uk/>)

#### **6. Advice and Support**

At BCUIC, our Academic and Student Services Team are here to support students with all matters that may impact the quality of the student experience for all potential and existing disabled students.

- Discussion and agreement on appropriate reasonable adjustments with our Academic and Student Services Team.



- Any examination or assessment concessions.
- Arranging liaison with the relevant team at the University, pending your progression.
- Any alterations to teaching methods, where appropriate.
- Support managing assessment load and time management skills.

## **7. Additional Information**

Please note that Disabled Students' Allowance (DSA) is only available to students who are ordinarily resident in the UK. For more information, please see <https://www.gov.uk/disabled-students-allowances-dsas/overview>.



## **Annex A**

### **Guidance for Students**

BCUIC is fully committed to a policy of equal opportunities for disabled staff and students and aims to create an environment allowing students to fully demonstrate their potential.

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#### **What evidence can you use?**

##### Physical, sensory, mental health, and other medical conditions

In most cases, a letter from an appropriately qualified medical practitioner confirming your disability and the nature of the difficulties it presents you with will be sufficient.

Examples include:

- Physical impairments (e.g. back injuries, arthritis, wheelchair users, dexterity difficulties)
- Sensory impairments (e.g. deaf, blind, serious sight or hearing impairment)
- Mental health difficulties (e.g. depression, anxiety disorders)
- Long standing illnesses or conditions (e.g. diabetes, epilepsy, chronic fatigue syndrome, digestive and bowel conditions, cancer, cystic fibrosis, severe facial disfigurement, HIV)

##### Specific Learning Difficulties and other cognitive impairments

Evidence requirements are more specific and rigorous. Essentially, you will need to be assessed after your 16th birthday using tests designed for use with adults as opposed to children. The assessment will need to contain an assessment of your underlying cognitive ability as well as any areas of difficulty such as literacy and will need to be carried out by an appropriately qualified professional



tutor or psychologist.

Examples include:

- Specific learning difficulty (e.g. dyslexia, ADD/ADHD, dyspraxia)
- Social impairment (e.g. Autistic Spectrum Conditions (incl. Asperger Syndrome))



**Annex B**

**Information Request Form**

Student Details			
Title	Student ID	Given name	Family Name

Physical, sensory, mental health, and other medical conditions		
Condition	<i>Please outline what your condition is.</i>	
Difficulties	<i>Please outline what difficulties this presents to your academic study.</i>	
Support	<i>Please outline support arrangements you would like in place for your study.</i>	
Have you attached the supporting documentary evidence from a qualified medical practitioner e.g. Doctor of Medicine?*	<input type="checkbox"/> Yes	<input type="checkbox"/> No

\*Ideally, the letter/report should:

1. Identify the student's impairment, condition or ongoing symptoms.
2. State whether the condition is expected to be short or long (over 12 months) term and whether it is likely to have an adverse impact upon the day-to-day activities normally encountered by a student.
3. Identify any associated medication/treatment and any relevant side-effects.
4. In cases where an impairment of cognitive function is suspected a thorough assessment report on the student's mental functions would also be desirable. This assessment should identify whether any identified learning difficulties are 'specific' or 'general'.

Specific Learning Difficulties and other cognitive impairments		
Difficulty or impairment	<i>Please outline what your difficulty or impairment is.</i>	
Difficulties	<i>Please outline what difficulties this presents to your academic study.</i>	
Support	<i>Please outline support arrangements you would like in place for your study.</i>	
Have you attached the supporting documentary evidence from a qualified medical practitioner e.g. Educational Psychologist?*	<input type="checkbox"/> Yes	<input type="checkbox"/> No

\*\*Ideally, the letter/report should:

1. Identify the student's impairment, condition or ongoing symptoms.
2. The assessment should have been carried out since the students sixteenth birthday.
3. The assessment should include tests of cognitive ability