



Student Reasonable Adjustment Procedure

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Index

1.	Purpose	2
2.	Scope	2
3.	Procedure	2
3.1	Initial disclosure	2
3.2	Academic adjustments: requests connected to teaching and learning	2
3.3	Academic adjustments: Requests connected to assessments/ exams	3
3.4	Non-academic adjustments: Requests connected to university accommodation	3
3.5	Supporting evidence	3
3.6	Initial assessment	4
3.7	Risk Assessment and Personal Emergency Evacuation Plans (PEEPs)	5
3.8	Implementation	5
3.9	Review of reasonable adjustments	5
3.10	Confidentiality	6
3.11	The role of the Review Panel	6
3.12	Complaints and Appeals	7
	Annex A: Simplified Adjustment procedure	8
	Annex B: Potential adjustments by difficulty	9

Version History

Version	Approved by	Revisions made	Date
1	Executive Group		11/03/25

Student Reasonable Adjustment Procedure

1. Purpose

The University of Buckingham (the University) is committed to equality of opportunity and strives to ensure that students with a disability are supported as far as is reasonably practical, to provide an academic experience which helps them to succeed in their studies.

The purpose of the student reasonable adjustment policy and procedure, is to outline the University's approach to handling student adjustment requests, ensuring these are responded to in a timely manner and the appropriate process is followed.

2. Scope

This procedure applies to all current and prospective Foundation, undergraduate, postgraduate and research students as well as all apprenticeship learners within the Faculty of Computing, Law and Psychology and the Faculty of Business, Humanities and Social Sciences and the Faculty of Education. The procedure also applies to apprentices enrolled on a programme delivered directly by the University and returning students put on stop or withdrawn from their studies.

This procedure does not apply to students within the Faculty of Medicine and Health Sciences or the Faculty Education (other than Apprentices). Adjustment requests for these students should be handled by their respective Faculty Support teams, who will advise on available support and the policies and Procedures to be applied.

For the Faculty of Medicine and Health Sciences, this will be through:
FMHS-StudentSupport@buckingham.ac.uk

For the Faculty of Education, this will be through:
SchoolOfEducation@buckingham.ac.uk
(only applicable to students who are not apprentices)

3. Procedure

Initial disclosure

Support for disabled students registered at the University follows the student journey from application, through to completion of their learning journey. Prospective, current and returning students are advised to disclose their disability to the University on application, or directly to the Wellbeing, Skills and Diversity (WSD) team during their studies.

Students are not obliged to declare additional needs in relation to a disability if they wish not to do so, but doing so will enable the University to provide appropriate and timely support, where it is reasonable to do so.

Staff are expected to contact the WSD Team if a student discloses their diagnosis, or their need for an adjustment to them directly, and has agreed for the disclosure to be shared.

Academic adjustments

Requests connected to teaching and learning

Students can request an adjustment to support their teaching and learning at any point of their studies. Requests of this nature could include, but are not excluded to permission to record lectures, extended library loans and access to material in advance.



To ensure requests of this nature are considered in a timely manner, students are advised to make their requirements known to the WSD Team as early as possible. In most cases, where a reasonable adjustment is agreed to support teaching and learning, it can take up to ten working days for arrangements to be put in place.

Requests connected to assessments/ exams

Due to both the time needed to create a student specific adjustment plan and ensure arrangements are put in place, students requesting adjustments for assessments/ exams, will need to apply no later than six weeks before the date of the assessment/ exam.

Requests received after this deadline will still be processed, however it may not be possible to guarantee the adjustment will be in place for the requested assessment/ exam. In such cases, students are advised to speak to their Faculty Mentor or Personal Tutor for guidance on their options for deferring the assessment/ exam or applying the University Mitigating Circumstances procedure.

Requests connected to Mitigating Circumstances

Students applying for Mitigating Circumstances relating to reasonable adjustments must complete the Mitigating Circumstances application form and select the appropriate tick box. Further evidence will not be requested if students already have documented reasonable adjustments on their profile.

Where concerns arise such as multiple and ongoing requests, or a student shows poor attendance and or engagement with their studies, the WSD Team will arrange a review meeting. A WSD team representative, the student, a staff member within the student's Faculty and/or other university staff involved in informing on or making the adjustments, will attend the meeting. Students may be requested to submit updated or additional information to ensure all their needs are being met appropriately.

Non-academic adjustments: Requests connected to university accommodation

Students residing in university accommodation requiring adjustments to be made to their living arrangements, will need to disclose this in their accommodation application.

If it becomes apparent that an adjustment is needed once a student is already in university accommodation, and the student has provided consent for this to be shared, the adjustment need will be referred to the accommodation team. Where needed, the accommodation team may need to consult with the WSD Team as part of considering the adjustment.

Supporting evidence

On receipt of a disclosure, WSD will send the student a study-related needs form to obtain further details around the disability. The student will also be required to provide up to date medical or third-party evidence (normally less than two years old), to support the request. Evidence provided should be in English and may include, but is not limited to:

- A letter or report from a medical professional.
- A disability form completed by a medical professional.
- A diagnostic assessment completed by an educational psychologist or specialist teacher.



Where a student does not have supporting evidence, the Head of Student Services will discuss the possibility of interim adjustments with the student and/or members of the student's academic faculty or pastoral staff if relevant. To enable ongoing adjustments to be put in place, the student will where possible be expected to begin the process of obtaining a formal diagnosis and/or assist with the provision of appropriate third-party evidence. This evidence may be provided by relevant academic or pastoral staff.¹

If a student presents with traits of dyslexia or Attention Deficit Hyperactivity Disorder (ADHD) and does not have a formal diagnosis, the student will be required to undertake an initial learning style screening. If required, signposting will be provided to the University dyslexia or ADHD specialist for further support. A positive screening outcome will be accepted as supporting evidence for adjustments to be put in place.

Initial assessment

On receipt of the supporting evidence and completed study-related needs form, the WSD Team will reach out to the student, advising of possible support to be put in place. On some occasions, it may be necessary to meet with the student to discuss their needs and identify potential adjustments.

Following contact with the student, the WSD Team will get in touch with the appropriate Faculty Registrar or nominated individual, to discuss whether the academic adjustments identified are reasonable, and can effectively be put in place. The Faculty Registrar or nominated individual will be expected to consult with relevant academic staff to help inform decision making. For complex cases, the student will be referred to an internal educational psychologist to ensure suggested adjustments are reasonable, and that the University is offering appropriate support.

In assessing whether a request is reasonable, the University will consider the following:

- a) the level of disability-related need;
- b) the effectiveness of the steps in removing or overcoming the relevant disadvantage;
- c) available resources available (both within the University and other financial assistance such as the Disabled Students' Allowances or ESFA);
- d) whether the adjustment would compromise the academic standards of a programme and or module;
- e) whether an adjustment would benefit or result in a significant disadvantage for other students;
- f) the financial and other costs e.g. time, of making the adjustment; and
- g) any possible health and safety issues raised in relation to the adjustment.

Reasonable adjustments are recommended on a case-by-case basis and might include:

- Assessment/ exam adjustments such as extra time, rest breaks or a separate room.
- Flexibility around coursework deadlines.
- Support in lectures and practical sessions.
- Adjustments when conducting presentations, group work and or carrying out research.
- Timetabling in accessible rooms.

¹ University of Bristol v Abrahart [2024] EWHC 299 (KB)



- Being able to bring in prepared notes when completing a viva and or holding practice sessions.
- Adjustments or prioritisation for suitable university accommodation, such as en-suite or wheelchair-accessible accommodation.

Adjustments that the University is not required to provide include those connected to:

1. *Personal Care*: The University is not obligated to provide personal care services, such as assistance with dressing, eating, or personal hygiene. These are considered personal responsibilities and are typically outside the scope of reasonable adjustments.
2. *Personal Equipment*: The University is not required to provide personal equipment, such as wheelchairs or other personal mobility aids. These are considered personal items that students are expected to provide for themselves.
3. *Additional Funding*: The University is not required to provide funding for study support or equipment where the student is eligible for and can be funded by Disabled Students' Allowance (DSA).
4. *Other*: The University is not required to provide adjustments which would compromise the academic standards of programmes, and or modules, or put other students at an unfair disadvantage.

Staff are expected to raise concerns regarding an application or feasibility of implementing any suggested adjustments with the Head of Student Services.

Risk Assessment and Personal Emergency Evacuation Plans (PEEPs)

To ensure a student can effectively evacuate university buildings during an emergency, it may be necessary to conduct a risk assessment or draw up a Personal Emergency Evacuation Plan (PEEP). This would normally be completed during the initial assessment meeting, with the University Health and Safety Manager contacted to create this.

The WSD Team will discuss the proposed plan or assessment with the student to ensure it meets their needs. Both the student and the Head of Student Services will be required to sign this, prior to being finalised and shared with appropriate staff.

A copy of the University PEEP guidance can be obtained from the University Health and Safety Manager.

Implementation

Once reasonable adjustments have been agreed, WSD will ensure these are recorded on the student's record for relevant staff to access. For reasonable adjustments related to assessments/ exams, it is the responsibility of the Registry team to ensure such details are included in the student's assessment/ exam timetable and shared with invigilators and appropriate staff during assessment/ exam periods.

It is the student's faculty of study's responsibility to ensure academic reasonable adjustments agreed with the WSD Team are put in place. The Faculty Registrar or nominated individual for the student's school of study oversees such arrangements at a local level, ensuring the reasonable adjustments are put in place, adhered to and communicated to all relevant teaching and university staff.



Where an adjustment cannot be implemented, further discussion will take place with the Head of Student Services, the student and appropriate faculty staff, to discuss what alternative support can reasonably be put in place, to meet the student's needs. If necessary, the request may be referred to the Review Panel to seek a resolution.

Review of reasonable adjustments

Reasonable adjustments are routinely reviewed each term by the WSD Team, with adjustments updated where needed. Unless a new diagnosis has been received, requiring a different adjustment to be considered, a student will not normally be expected to provide new evidence as part of this review.

To ensure adjustments continue to meet a student's needs, the student is required to inform the WSD Team of:

- Any issues with the implementation of their reasonable adjustment plan.
- If their condition changes.
- If support provided, and or their reasonable adjustment plan needs to be altered.
- If they intend to change their programme of study or transfer between courses.

Students returning to their studies after being put on stop or being withdrawn, will be required to meet with the WSD Team prior to resuming their studies. This will enable the WSD Team to review whether previous reasonable adjustments are still applicable and relevant to their needs.

Where concerns arise such as multiple and ongoing requests, or a student shows poor attendance and or engagement with their studies, the WSD Team will arrange a review meeting. A WSD team representative, the student, a staff member within the student's Faculty and/or other university staff involved in informing on or making the adjustments, will attend the meeting.

Confidentiality

Details around a student's adjustment request are held in accordance with the [University Data Protection policy](#), shared with the student's school of study and university staff on a 'need to know' basis, to enable adjustments to be put in place.

In most circumstances, only members of staff responsible for informing on, agreeing or implementing the adjustment will be informed. This will only be with the student's prior consent, as communicated in the study related needs form or directly to the WSD Team. Students however should be aware, that through provision of certain reasonable adjustments such as extra time during assessments/ exams, rest breaks or the provision of a separate room, it may become apparent to fellow students, that reasonable adjustments are being applied.

Where a student fails to give consent for this information to be shared, the University will be obliged to respect this decision and will be unable to progress further with the adjustment request.

The role of the Review Panel

In the majority of cases, the University will normally be able to accommodate most academic adjustment requests. In the event that a proposed adjustment is deemed



unreasonable or ineffective, a Review Panel will meet to seek a resolution. The meeting will normally take place within 14 working days of the concern being raised.

The Review Panel could consist of the following university staff:

- Head of Student Services or nominated individual (Chair)
- WSD Team member
- Faculty Registrar
- Programme Director or nominated representative
- External Educational Psychologist
- University Legal representative

Unless the Chair considers there is good reason for doing so, the student will not normally be expected to attend the meeting. Where a panel member is unable to attend, the Chair can request the member nominate a suitable alternative to attend in their place.

Where a member is unable to attend and an alternative attendee is unavailable, the Chair may accept a written statement in place of attendance. The Chair will have the final say on the outcome.

Following the meeting, details of the outcome will be added to the student's record by WSD. Written notification of the outcome will be provided to the student by the Head of Student Services.

Complaints and Appeals

Where a student is unhappy with the outcome arising from the Review Panel, they will have the right to request a review of the decision, using the [University Student Complaints Procedure](#). The panel outcome notification will explain how to request a review.

Available grounds for review are:

- The correct procedure was not followed during the review, and this has had a significant effect on the outcome.
- The outcome was unreasonable given all the circumstances and the evidence considered. The student must identify which aspects of the outcome they consider to be unreasonable and explain why.
- Existence of new evidence which for valid reasons, the student was unable to provide earlier in the process that would have had a significant effect on the outcome of the review.

Review requests should be submitted via email to disability@buckingham.ac.uk within ten working days of the panel outcome being sent. Upon receipt, the Head of Student Services will arrange for the review request to be considered in line with the University Student Complaints procedure.

Possible outcomes include:

- the panel decision being upheld;
- an alternative decision being made; or
- the request being reviewed by a different panel.

Subject to the complexity of the case, a review decision will normally be issued within ten working days of receipt of the review request.

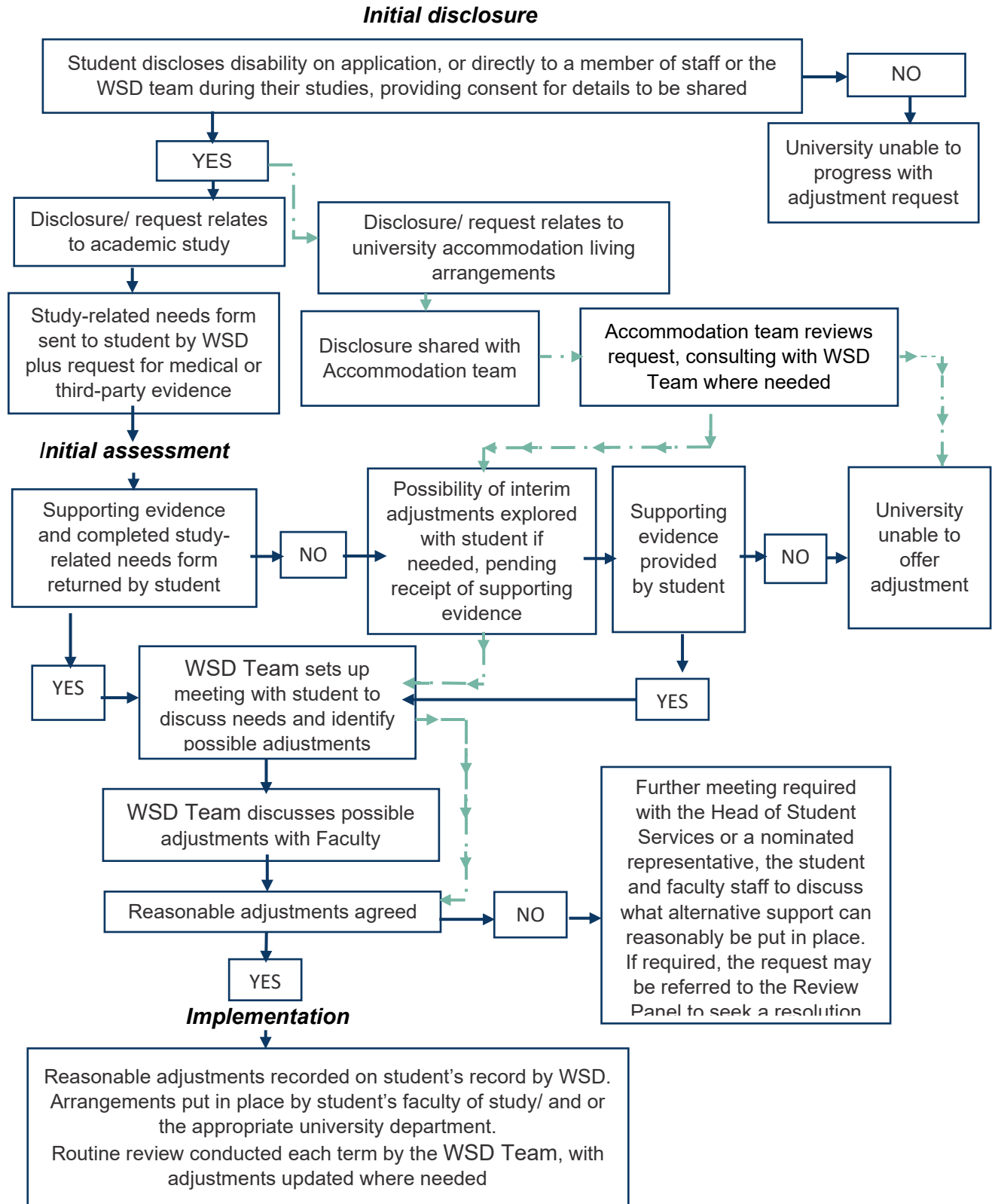


Where the panel decision is upheld, a student will be issued with a Completion of Procedures letter (a CoP) and will be advised about their right to make a complaint to the Office for the Independent Adjudicator (OIA). Prospective students however will not receive a formal CoP, given complaints associated with admission decisions fall outside the OIA's remit.

For any queries about this policy, the procedure or an individual case, please contact disability@buckingham.ac.uk.



Annex A: Simplified Reasonable Adjustment procedure



For any queries about this policy, the procedure or an individual case, please contact disability@buckingham.ac.uk.



Annex B: Potential adjustments by difficulty

The table below provides examples of areas of difficulty commonly disclosed by students with potential to adversely affect their academic studies due to a learning difficulty, health condition or other impairment.

The table is not intended to provide a definitive list of potential difficulties or adjustments considered by the University, nor should the potential adjustments be taken as guaranteed. The University will assess each adjustment on a case-by-case basis, requiring up to date medical or third-party evidence (normally less than two years old), to support a request.

Potential area of difficulty	Potential adjustments
Research and reading, including use of library resources	<ul style="list-style-type: none"> - Provision of support to use the library or other facilities. - Provision of extended library loans.
Writing and reviewing academic work, including spelling and grammar	<ul style="list-style-type: none"> - Permission to record teaching sessions. - Provision of a notetaker. - Provision of assessment feedback in a particular format. - Green flag marking.
Note-taking in lectures, seminars and other teaching events	<ul style="list-style-type: none"> - Electronic provision of teaching materials in advance of teaching sessions. - Permission to record lectures.
Organising work and managing time, including time keeping and meeting deadlines	<ul style="list-style-type: none"> - Providing some course information in advance - Provision of reasonable requests for extensions.
Access to and use of technology, including online learning	<ul style="list-style-type: none"> - Permission to record lectures
Practical sessions, placements, field trips and additional course activities	<ul style="list-style-type: none"> - Provision of adjustments or support for a field trip or practical work.
Examinations and timed assessments	<ul style="list-style-type: none"> - 25% extra time for exams/ timed assessments; 50% extra time may be considered in exceptional cases where medical evidence clearly supports this, and where no other adjustments would remove the substantial disadvantage. - Adjustments to the mode of assessment, but not to the competence standard being used to determine whether the student has a particular level of competence or ability. - Provision of rest breaks. - Provision of separate or smaller room with an invigilator. - Permission to use a laptop or word processor.
End Point assessment	<ul style="list-style-type: none"> - Link to guidance on End-point Assessment Reasonable Adjustments Guidance / Institute for Apprenticeships and Technical Education
Presentations, Viva Voce	<ul style="list-style-type: none"> - Adjustments to the conduct of and arrangements for Vivas.
Physical access to buildings and moving around the campus	<ul style="list-style-type: none"> - Timetable changes, including room changes. - Adjustments to university accommodation, such as the type of accommodation provided, room adaptations or permitting a student to have a therapy animal live with them.



Other areas of university life not covered by the above

- Alternative assessments where there are no adjustments to the original mode of assessment which would remove the substantial disadvantage.