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GBS Reasonable Adjustments Policy

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Related GBS policies
<ul style="list-style-type: none"> ▪ GBS Data Protection Policy ▪ GBS Equality and Diversity Policy ▪ GBS Anti-Harassment and Anti-Bullying Policy ▪ GBS Privacy Policy ▪ GBS Academic Appeals Policy ▪ GBS Health and Safety Policy
External Reference Points
<ol style="list-style-type: none"> 1. Information Commissioner’s Office, Accessed online at: https://ico.org.uk/ 2. UK Public General Acts, <i>Data Protection Act 2018</i>, Accessed online at: https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted 3. UK Public General Acts, <i>Disability Discrimination Act 1995</i>, Accessed online at: https://www.legislation.gov.uk/ukpga/1995/50/contents 4. UK Public General Acts, <i>Equality Act 2010</i>, Accessed online at: https://www.legislation.gov.uk/ukpga/2010/15/contents

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GBS Reasonable Adjustments Policy

1. Policy Statement

- 1.1. Global Banking School (GBS) aims to provide equal access to all students who are disabled or have been diagnosed with a specific learning difficulty by providing reasonable adjustments. The reasonable adjustments will not compromise the assessment of the skills, knowledge, understanding, or competence being measured. Reasonable adjustments are based on equality legislation and anti-discrimination guidance.
- 1.2. There are occasions when temporary adjustments are implemented, in cases of sudden change such as bereavement, trauma and significant changes in health.

2. Purpose

- 2.1. The purpose of this policy is to:
 - Define and give examples of reasonable adjustments and how they are implemented.
 - Set out how students apply for reasonable adjustments.
 - Clarify responsibilities and necessary steps for implementing reasonable adjustments.
 - Support GBS in complying with the requirements of Equality Act 2010.
- 2.2. The GBS Welfare Team supports staff in implementing reasonable adjustments, ensuring inclusivity and accessibility to learning are embedded in practice.

3. Scope

- 3.1. The Equality Act 2010 places a duty of care on Higher Education institutions to make reasonable adjustments for disabled students in relation to:
 - Provisions, criteria, or practices, including course materials.
 - Physical features, such as access to buildings, classroom layout and fittings.
 - Auxiliary aids or services, for example, allowing non-medical assistance for students.
- 3.2. These adjustments apply where a disabled student is placed at a substantial disadvantage in comparison to non-disabled student or where a temporary adjustment is necessary.
- 3.3. A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This encompasses individuals with physical or sensory impairments, mental ill health, specific learning difficulties, and a range of chronic, long-term, or fluctuating conditions.

- 3.4. The Equality Act 2010 provides protection against discrimination, harassment, and victimisation on the grounds of disability and other protected characteristics. It is a legal duty for higher education institutions to anticipate needs and make reasonable adjustments so that disabled students are not placed at a substantial disadvantage compared to students who are not disabled.
- 3.5. The purpose of the duty is to take reasonable steps to remove or avoid disadvantage so that disabled students can effectively participate in education and other facilities and services provided for students. Failure to comply with the duty to make reasonable adjustments is considered discrimination.
- 3.6. What is reasonable will depend on the individual circumstances of the student. In assessing what is reasonable, GBS will take the following into account:
 - Recommendations from Disabled Students' Allowance (DSA) assessor of the effects of the disability on the student.
 - Steps required to remove or overcome disadvantages for the student.
 - Potential health and safety risks.
 - Available resources to meet the student's needs.
- 3.7. Reasonable adjustments are not designed to compromise the academic standards of programmes, as the Equality Act places no duty to make a reasonable adjustment to a competence standard, which is a standard applied to determine whether a person has a particular level of ability.
- 3.8. There is a duty to make reasonable adjustments to the way a competence standard is assessed, to ensure disabled students are not disadvantaged because of their disability. Reasonable adjustments, however, must not affect the reliability or validity of the assessment outcomes. For example, adapting assessment materials, providing a scribe or reader, and adapting the assessment environment would be acceptable adjustments.

4. Student Responsibilities

- 4.1. Students are responsible for:
 - Disclosing a disability to the welfare team at the earliest opportunity.
 - Providing evidence to support the disability (such as a diagnostic assessment for learning impairments, medical or GP's letters/reports for physical or mental health conditions, or existing DSA needs assessment).
 - Attending meetings with the welfare team to discuss their needs.
 - Disclosing any changes, which could include increased impairment, change in medication or requiring modification of existing adjustments.
 - Providing documentation or Needs Assessment Report to support the recommended adjustments.

5. Reasonable Adjustments in Assessments

- 5.1. Reasonable adjustments in assessments can include:
 - Adapting assessment materials.
 - Providing non-medical assistance during assessment.
 - Reorganising the assessment physical environment.
 - Changing or adapting the assessment method.
 - Using Assistive Technology.
- 5.2. Reasonable adjustments must be approved and set in place prior to an assessment commencing. The work produced by a student following a reasonable adjustment must be assessed in the same way as the work from other students.
- 5.3. Examples of Reasonable Adjustments
- 5.3.1. Several reasonable adjustments to examinations and assignments are permitted as standard on the basis of a needs assessment carried out by DSA assessors and supporting evidence being provided. These are:
 - Extra time (up to 30 minutes per hour).
 - Rest breaks (up to 10 minutes per hour).
 - Use of a scribe and/or reader.
 - Use of a computer.
 - Assessment deadline extension.
 - Using different assessment location.
 - Use of coloured overlays, low vision aids, etc.
 - Use of assistive software.
 - Assessment material in large format.

6. Applying Reasonable Adjustments

- 6.1. Reasonable adjustments are agreed with the appropriate faculty member (e.g. programme/cohort/module leader or assessment originator) before the assessment.
- 6.2. A reasonable adjustment can only be approved where the adjustment does not:
 - Affect the validity or reliability of the assessment.
 - Give the student in question an unfair advantage over other students taking the same or similar assessment.
 - Influence the final outcome of the assessment decision.
- 6.3. GBS applies reasonable adjustments in a transparent and unbiased manner. All reasonable adjustments must be recorded using Annex 1 - Student Learning Plan template. Once completed, these are held by GBS Welfare Team. All reasonable adjustments implemented by GBS are subject to meeting the requirements of the appropriate assessment strategy and assessment criteria for each qualification and awarding body.
- 6.4. Temporary reasonable adjustments can be implemented when a student has experienced a recent trauma, bereavement or a sudden change in health. These

adjustments will be implemented once the student provides evidence of their circumstance, and are approved in line with 6.1 above.

7. Special Educational Needs

- 7.1. A Statement of Special Educational Needs (SEN) does not automatically qualify the student for reasonable adjustment to assessment. This may be the case when, for example, the SEN statement does not contain a recent assessment of the needs, or the reasonable adjustment may compromise the assessment integrity.
- 7.2. Students can apply for diagnostic screening and assessment through the welfare team and will be assigned support from the SpLD Lead Coordinator. If a diagnostic report is already in place, the student will be supported in applying for DSA (Disability Student Award) funding.

8. Complying with Policy

8.1 Failure to comply with the requirements of this policy could compromise assessment integrity and/or give the student in question an unfair advantage over other students taking the same or similar assessment. Failure to comply includes:

- Putting in place adjustments without approval.
- Exceeding the adjustments agreed.
- Agreeing adjustments that are not supported by evidence.
- Failing to maintain records of the application of adjustments.
- Failing to report adjustments when requested to do so by the awarding body.

9. Monitoring and Review

- 9.1. This policy may be amended by GBS at any time and will be reviewed annually to ensure it is fit for purpose. Any issues related to the monitoring and review of this policy, please contact asgo@globalbanking.ac.uk.

10. Data Protection and Confidentiality

- 10.1. GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the Information Commissioners website. GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).
- 10.2. Disability information can be given as hard copies or reports emailed to welfare@globalbanking.ac.uk. Reports and medical letters that are emailed are saved in the welfare confidential area. Hardcopies are scanned and uploaded to the secure welfare area. Any documents scanned are returned to the student. We do not keep hard copies. Disability information is only shared with the student's consent.

- 10.3. All GBS staff and students should be clearly informed about the limits of confidentiality in terms of information sharing in line with data protection law. Please refer to GBS Data Protection Policy for further guidance.

11. Alternative Format

- 11.1. This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact asqo@globalbanking.ac.uk.

Annex 1: Student Learning Plan Form

Student Name & ID:						
Course & Cohort:						
Partnership:						
Location:						
Category of support need:						
Disability information:						
Reasonable adjustments to teaching and learning:						
Support Start Date:		Planned End Date:		Actual End Date:		
The content of the additional learning support plan has been discussed and created with the student, to be reviewed bi-annually.						
Student Signature:				Welfare signature		

Annex 2: DSA Process

The information below is intended to highlight the process and procedures for students who have been diagnosed with a learning need or have a disability. The steps below are also for those seeking a dyslexia assessment. The Welfare Team communicate with relevant staff to ensure you receive the right support. For further queries with regards to DSA funding or dyslexia screening, please email welfare@globalbanking.ac.uk.

