



The British University in Egypt

# **Reasonable Adjustments (Accommodations) Procedure**

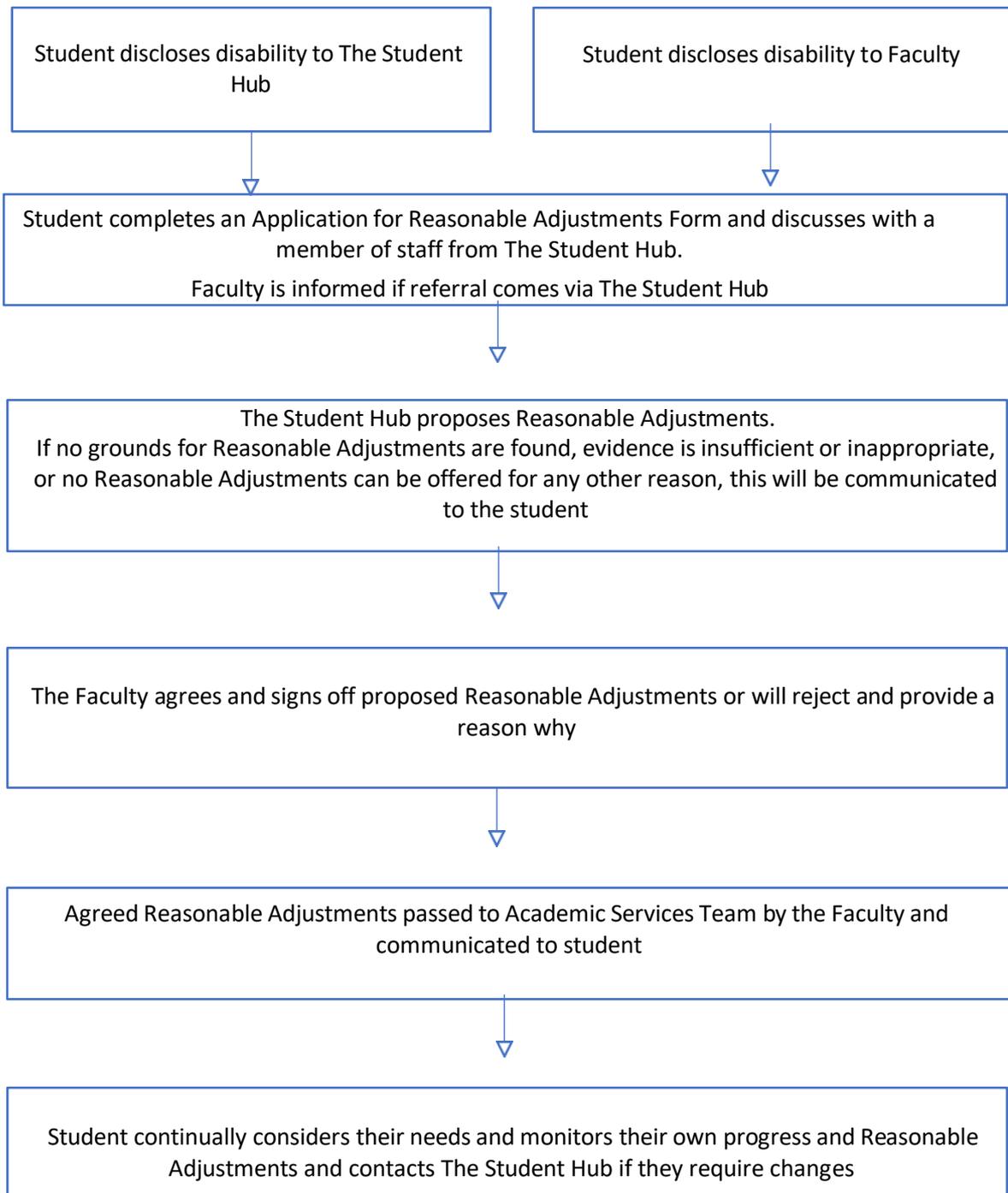
## Key Policy Information:

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## Reasonable Adjustments Simplified Flowchart



## 1. Understanding Reasonable Adjustments

- 1.1. Students with a disability are an integral part of The British University in Egypt community. The British University in Egypt will try, wherever possible, to provide Reasonable Adjustments (RAs) to the assessment of students with disabilities to attempt to mitigate any substantial disadvantages in relation to their peers.
- 1.2. A Reasonable Adjustment seeks to ensure that all students are able to demonstrate the full extent of their academic abilities, irrespective of a disability.
- 1.3. The implementation of Reasonable Adjustments aims to allow students to access Higher Education without disadvantage but still within a framework of academic standards. The British University in Egypt is not required to make adjustments to teaching or assessments which will compromise the academic, medical or other 'competence standards' of the degree programmes in question.
- 1.4. The principal aim of Reasonable Adjustments should always be to draw up a support package that provides the best level of care for the student concerned but which also ensures that arrangements uphold the academic standards of The British University in Egypt, and do not unfairly advantage or disadvantage any student over another.

## 2. Definitions

- 2.1. For the purposes of this document The British University in Egypt defines a disability as a physical or mental impairment which has a long term and substantial adverse effect on a student's ability to carry out normal day-to-day activities. 'Physical or mental impairment' includes sensory impairments such as those affecting sight or hearing. 'Long term' means that the impairment has lasted or is likely to last (may well last) for 12 months or more. 'Substantial' means more than minor or trivial.
- 2.2. A disability can arise from a wide range of impairments which, for the purposes of this document, can include, but are not limited to:
  - a) Specific Learning Difficulties (SpLDs) – e.g. dyslexia and dyspraxia
  - b) Mental Health Challenges - e.g. depression, anxiety, eating disorders
  - c) Mobility difficulties - e.g. wheelchair users, chronic back pain, hypermobility
  - d) Sensory impairments – e.g. a visual or hearing impairment, blindness, deafness
  - e) Autistic spectrum conditions - e.g. Asperger syndrome
  - f) Long term health conditions – e.g. diabetes, arthritis, cancer, repetitive strain injury (RSI)
  - g) Progressive conditions - e.g. motor neurone disease, muscular dystrophy
  - h) Fluctuating or recurring conditions - e.g. epilepsy, myalgic encephalitis (ME), chronic fatigue syndrome (CFS)

## 3. Who is covered by this procedure?

- 3.1. This procedure applies to:
  - a) current students registered and/or enrolled with the University
  - b) a student on suspension

## 4. Who is responsible for this procedure?

- 4.1. The Office of the Provost has overall responsibility for the procedure to ensure that its provisions continue to meet required standards and reflect best practice.

- 4.2. The Director of Student Services will review this procedure from time to time, usually every two years, to ensure that its provisions continue to meet required standards and reflect best practice.

## 5. Declaring a Condition

- 5.1. Students are responsible for declaring a disability or other long-term medical or mental health condition so that support arrangements can be put in place.
- 5.2. All applicants are encouraged to declare a disability at the application stage or during pre- enrolment and should notify the Student Affairs Teams as part of their application submission.
- 5.3. Students can contact The Student Hub directly at any stage during their studies to declare a condition and arrange for an appointment to discuss support and are encouraged to do so as soon as possible.
- 5.4. Declaring a condition will allow The British University in Egypt support services to do the following:
  - a) Understand the barriers you face and offer appropriate help.
  - b) Offer Reasonable Adjustments and personalized support.
  - c) Act as a point of liaison between you and your Faculty to coordinate any additional support needs.
- 5.5. If a student chooses not to declare a disability, they are unlikely to receive support or Reasonable Adjustments. Staff in The Student Hub are happy to discuss any concerns students may have about declaring a condition.

## 6. How to Apply for Reasonable Adjustments

- 6.1. Any student who declares a condition will be requested to complete an Application for Reasonable Adjustments Form. Guidance on how to complete the form can be obtained by contacting the Student Hub.
- 6.2. Once completed, the form and evidence submitted (see Section 7) will be reviewed by staff within The Student Hub, and Reasonable Adjustments will normally be proposed. Usually this will happen in consultation with the student who will be required to meet and discuss their request with a member of the Student Services team. If there are no grounds for Reasonable Adjustments being put in place the student will be informed of the reasons why.
- 6.3. Once proposed, the Reasonable Adjustments will be passed on to the relevant faculty for approval. Faculties will approve or will reject the proposal/s, and provide a written justification as to why.
- 6.4. Once the Reasonable Adjustments have been agreed, the Faculty will implement them, liaise with Academic Services as necessary, and the confirm the arrangements with the student.

## 7. Evidence

- 7.1. Evidence is required to assess students who have a disability in order to agree Reasonable Adjustments or additional support.
- 7.2. Evidence needs to be accurate, recent (produced within the last 12 months) and provided by a qualified medical practitioner. In some instances, the University may request a certified translation if evidence is not provided in English.

- 7.3. The University will not normally accept evidence produced by a relative even if s/he is medically qualified.
- 7.4. Evidence is expected to cover the following key points:
- a) Name of the disability or health condition
  - b) Date of diagnosis
  - c) Period of time that you have been seeing the practitioner for this condition
  - d) Length of time that the practitioner expects the condition to last
  - e) Main symptoms of this condition which could impact on your life or studies, e.g. mobility impairment, loss of concentration
  - f) Current treatment and medication being undertaken
  - g) Side effects of any treatments or medication (if known)
- 7.5. Evidence must be dated and signed by the medical practitioner. Evidence must be provided on letterheaded paper or stamped. Evidence can be submitted electronically.

It is possible that not all of 7.4 a-g will be relevant to your disability or health condition. This information should be provided nevertheless, if possible, in order to help produce medical evidence that is as thorough and accurate as possible.

- 7.6. The Student Hub can provide further information on acceptable types and formats of evidence as well as suitable assessment centres.
- 7.7. It is entirely at the discretion of the University as to what constitutes acceptable or appropriate evidence, whether additional evidence is requested and whether evidence provided qualifies for the provision of Reasonable Adjustments within a Higher Education context.

## 8. Review

- 8.1. Students can request to meet with staff within The Student Hub at any time to discuss progress and impact of Reasonable Adjustments. Students are encouraged to contact The Student Hub as soon as possible if they are experiencing any difficulties.

## 9. Continuation and Changes in Conditions

- 9.1. Where a student's disability is relatively stable, Reasonable Adjustments can be agreed for the entirety of their studies where appropriate to do so.
- 9.2. Students are responsible for considering their needs and monitoring their arrangements closely. If a student's condition changes significantly or worsens over time, they might need to revisit their agreed Reasonable Adjustments and should contact staff within The Student Hub.

## 10. Examples of Reasonable Adjustments

- 10.1. It is important that Reasonable Adjustments meet the needs of the individual student rather than providing a generic response to a class or type of disability. It should not be assumed that what supports student A on course X will work for student B on course Y. Once implemented, Reasonable Adjustments do not provide automatic precedents for other students but may be taken into account when considering what would be appropriate in a different case.
- 10.2. Examples of Reasonable Adjustments for students with evidence of a disability may include, but are not limited to:
- a) Physical adjustments – e.g. ensuring physical access to teaching and learning spaces

or allocating parking spaces for use by disabled students.

- b) Special study arrangements – e.g. extended submission deadlines, partial attendance policy exemptions, modifying curriculum resources, additional library permissions, additional sessions with teaching staff, or allowing a student to suspend their studies for a period of time.
- c) Additional examination recommendations – e.g. allowing the use of a word processor, providing examination scripts on coloured paper, using a different format of assessment (in exceptional circumstances only), allowing extra time, a scribe, or a different examination venue.

10.3. Where an alternative way of demonstrating learning is permitted, practical, and does not impinge degree programme by-laws, the expectation is that it will be equally rigorous in comparison to the assessment undertaken by a student's peers. It must be as capable of demonstrating that the student has met the requisite learning outcomes as the original form of assessment.

## 11. Impaired Performance

11.1. Disabilities are not usually considered to fall within the scope of the Impaired Performance (IP) procedure because students should be supported through Reasonable Adjustments. However, there may be times when a student with a disability needs to use the IP procedures if they feel they need exceptional mitigation. Examples include, but are not limited to:

- a) A new condition
- b) A substantial worsening of their condition
- c) A health problem which may fluctuate unpredictably
- d) An acute flare-up of a mental health or medical condition due to increased stress
- e) Circumstances where there may be insufficient time to put RAs in place

11.2. Some disabilities, or occurrences, can sometimes fall between the Reasonable Adjustments and Impaired Performance procedures. In such cases it may be appropriate to support the student through a combination of both Reasonable Adjustments and Impaired Performance procedures.

11.3. If a student is unsure which procedure they should use they should contact their Faculty Office, the Academic Services department or The Student Hub for further information and guidance so they can discuss the support options available to them.

## 12. Fitness to Study

12.1. If there are concerns that a student may not be well enough to continue their studies, and participate in University life more widely, it may be necessary to assess their Fitness to Study.

12.2. Fitness to Study usually includes an assessment of whether a student is well enough to engage with and benefit from their academic studies with a reasonable chance of obtaining the qualification they have registered for.

12.3. Further information on Fitness to Study can be found in the Fitness to Study procedure.

## 13. Confidentiality

13.1. Any information relating to a student's disability or Reasonable Adjustments is treated confidentially. Where information needs to be shared with members of the University community (e.g. Vice Dean Teaching and Learning, Academic Services, Accommodation, Library services) in order to facilitate support for the student, this will be carried out, wherever possible, on a 'need-to-know' basis.

13.2. Where additional support is required, information may also need to be shared with external providers such as assessment centres or support providers to help facilitate support, this will only be done with

the student's permission.

## 14. Use of data from Reasonable Adjustments

14.1. The University may collect data on Reasonable Adjustments and use the data for:

- a) internal reporting, evaluation, learning and training; and
- b) external discussion with regulators in the Higher Education sector.

14.2. The data used by the University for the purposes set out in Section 14.1 a) and b) will be anonymized wherever possible. Personal Data will not be shared with any other third parties unless the University has a legal obligation or is otherwise permitted to do so.

## 15. Support for students with this Procedure

15.1. Students are encouraged to engage with support services and take up any appropriate support available to them. For more information or any questions, students should contact their Faculty Student Office or The Student Hub ([thestudenthub@bue.edu.eg](mailto:thestudenthub@bue.edu.eg))