

## **Royal Academy of Dance Faculty of Education**

### **Policy and Guidance for Reasonable Adjustments to Learning, Teaching and Assessment for Students with Disabilities**

#### **1. Introduction**

The Faculty of Education values the diversity of its student population and is committed to creating and sustaining a positive learning experience for all. The adoption of inclusive learning, teaching and assessment methods, however, does not negate the need to make reasonable adjustments to arrangements for learning, teaching and assessment of disabled students.

The Faculty of Education supports a student-led approach to reasonable adjustments. Rather than giving students with disabilities routine extensions for assignment deadlines and additional time in examinations, the Faculty of Education takes the approach of empowering students to take ownership of their learning experience. It is therefore the responsibility of the student to contact the Faculty of Education and disclose their disability, and to request reasonable adjustments for learning, teaching and assessment.

This document sets out guidance for students wishing to apply for reasonable adjustments.

#### **2. The Legal Position**

The Faculty of Education is subject to the Equality Act 2010 (“the Act”) which consolidates the Disability Discrimination Act of 1995, the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005. The Act requires that the Faculty of Education pays due regard to the need to “advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.”

#### **3. Definition of Disability**

The Equality Act confirms that a person has a disability if:

- (a) they have a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

According to the Act, the effect of an impairment is considered long-term if:

- (a) it has lasted at least 12 months;
- (b) the period for which it lasts is likely to be at least 12 months; or
- (c) it is likely to last for the rest of the life of the person affected.

Some examples of disability are:

- Specific Learning difficulty such as dyslexia, dyspraxia or attention deficit disorder
- Asperger/Autism
- Mental health conditions, e.g. long-term depression and anxiety
- Mobility issues
- Long-term medical conditions, e.g. chronic fatigue syndrome, diabetes, asthma, cancer, endometriosis, lupus, Crohn's Disease, Ulcerative Colitis, Epilepsy, Hypermobility Syndrome
- Deaf/hard of hearing
- Blind/Visual impairment

#### **4. Reasonable Adjustments – the Legal Position**

In compliance with its Equality Duty under section 20 of the Equality Act, the Faculty of Education provides reasonable adjustments when learning, teaching and/or assessment “puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled”.

A reasonable adjustment is a reasonable variation or alteration made to Faculty of Education processes so that a disabled student can access without disadvantage the higher educational opportunities offered without compromising the expected academic standards. Such reasonable adjustments apply to:

- the delivery of teaching, consistent with the learning outcomes of a programme or module
- the examination and assessment process, consistent with academic standards

The Faculty of Education is not required to make adjustments to academic competence standards, or any other standards applied by or on behalf of the Faculty of Education for the purpose of determining whether or not a person has a particular level of competence or capability. However, the duty does apply to the way in which that standard is assessed.

Reasonable adjustments are made on the basis of identifiable evidence verified by the appropriate members of staff. It should be noted that any reasonable adjustments a student may have had prior to their starting a programme of study at the RAD will not automatically be adopted.

#### **5. Examples of Reasonable Adjustments**

Reasonable adjustments fall into three areas of the student experience:

a) Learning and Teaching

- b) Teaching Placements
- c) Summative Assessments

Examples of reasonable adjustments include but are not limited to:

#### **a) Learning and Teaching**

- Extended library loans
- PowerPoint slides and handouts made available in advance (where possible)
- Voice recording lectures and tutorials
- Additional time to complete independent study tasks

#### **b) Teaching Placements**

- See the [Guidance for Students with Disabilities on Teaching Placements](#)

#### **c) Summative Assessments**

Written examination assessment adjustments:

- Additional time in exams
- Extra time for rest breaks
- Use of a PC
- Adapted furniture
- Separate room

Summative assignment adjustments:

- Additional time to complete summative assignments and an adjusted date for assessment submission

Practical examination assessment adjustments:

- The length of time given to complete an examination
- When and where an examination may take place
- Groupings / order of the examination
- Additional time for rest breaks

Presentation and viva assessment adjustments:

- When and where the presentation or viva may take place
- Additional time for presentation and/or questions
- Questioning format

## **6. Evidence of Disability Required for Applying for Reasonable Adjustments**

Students will need to have medical evidence or a diagnostic assessment report to apply for reasonable adjustments. The following types of evidence/report may be required:

- SpLD – a diagnostic assessment report from a chartered or practitioner educational psychologist or specialist teacher holding a current Assessment Practising Certificate
- Medical condition – letter from doctor or specialist consultant
- Hearing impairment – audiology report
- Visual impairment – blind/visual impairment registration
- Mental health – letter or report from Community Mental Health Team or psychologist

This evidence should explain explicitly why the student needs adjustments to learning, teaching and/or assessment and what adjustments are recommended. Evidence should be signed, dated and submitted on headed paper.

## 7. Applying for Reasonable Adjustments

For all programmes of study delivered in English, the process for applying for reasonable adjustments is set out below and in Appendix A. For Certificate in Ballet Teaching Studies (CBTS) students who are studying in a language other than English, note the different process indicated below and set out in Appendix B.

### a) Reasonable Adjustments to Learning and Teaching

**Study in English:** Reasonable adjustments to learning and teaching are agreed by the Student Support and Welfare Officer (SSWO) based on evidence of disability submitted. The adjustments are included in the student's Study Support Plan, which is agreed by the student and shared with relevant staff and tutors.

**Study in a language other than English:** For CBTS students who are studying in a language other than English, the student should contact their National Office who will liaise with the SSWO to communicate the student's needs and any evidence required in English. The adjustments are included in the student's Study Support Plan, which the National Office will translate for the student and share with relevant staff and tutors (as guided by the SSWO).

### b) Reasonable Adjustments for Teaching Placements

**Study in English:** Reasonable adjustments for teaching placements are agreed between the student, the placement provider and the RAD tutor/Practical Teaching Supervisor. This does not include reasonable adjustments to teaching placement summative assessments. Refer to the [Guidance for Students with Disabilities on Teaching Placements](#).

**Study in a language other than English:** The Practical Teaching Supervisor meets with the student to talk them through the *Guidance for Students with Disabilities on Teaching Placements* and agree any reasonable adjustments. This does not include reasonable adjustments to teaching placement summative assessments.

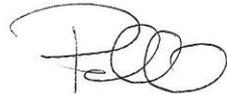
### c) Reasonable Adjustments to Summative Assessments

**Study in English:** To apply for reasonable adjustments to summative assessments, students should complete and submit an [Application for Consideration of Reasonable Adjustments to Summative Assessments](#).

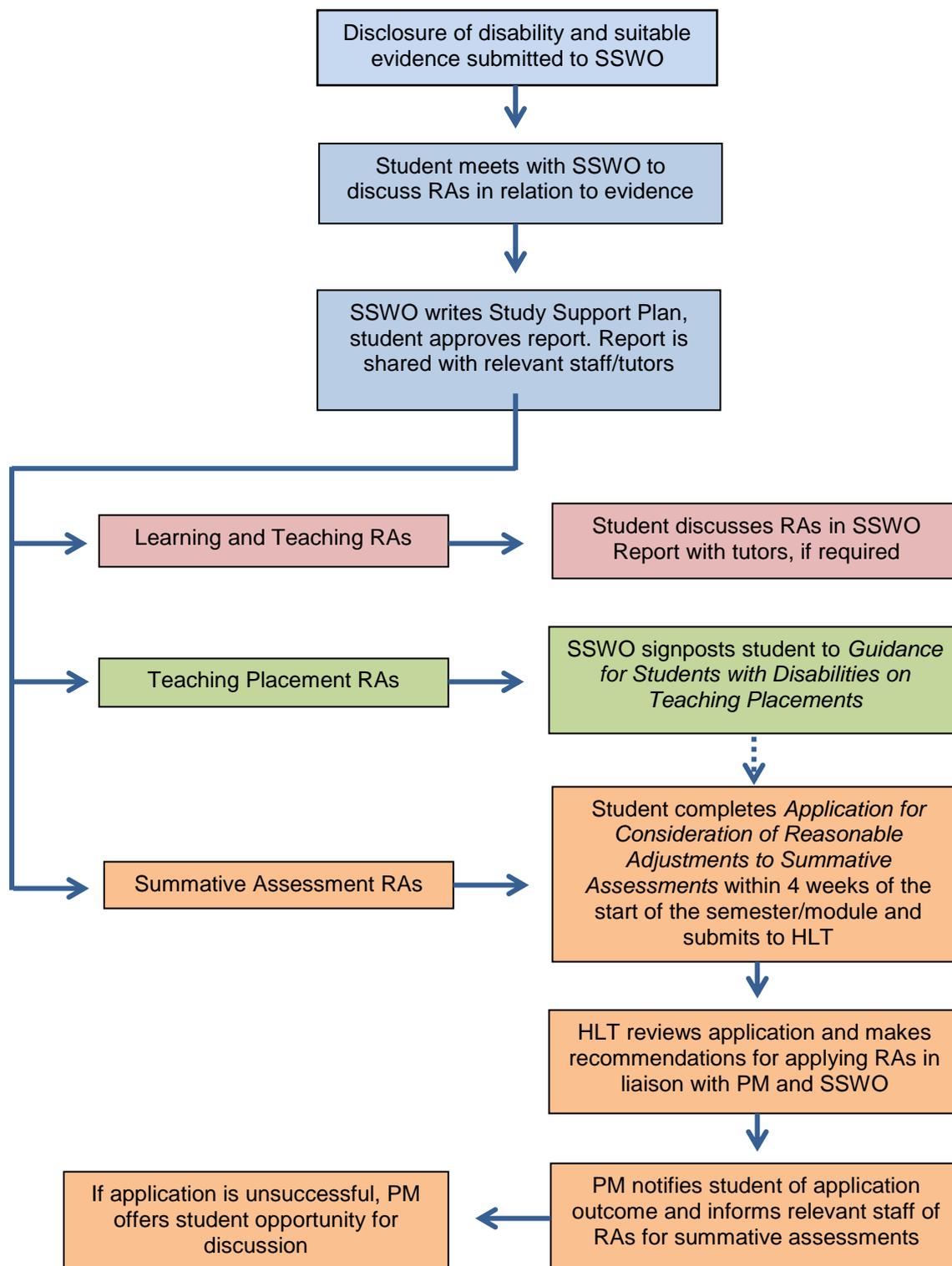
Application is for adjustments per summative assessment type rather than per module and/or module assignment, for example, a reasonable adjustment request for additional time to complete and submit a summative assignment will apply to all modules of study.

For all programmes of study delivered in English, the Head of Learning and Teaching (or other designated senior manager) makes the final decision on approval of reasonable adjustments to summative assessments. Normally, once a student's assessment adjustments have been approved, the student need not re-apply again unless they change programme or request a change.

**Study in a language other than English:** For CBTS students who are studying in a language other than English, the National Office should complete the [Application for Consideration of Reasonable Adjustments to Summative Assessments](#) form in English on behalf of the student and submit it to the Programme Manager. The Programme Manager will liaise with the Head of Learning and Teaching to approve any reasonable adjustments. Normally, once a student's assessment adjustments have been approved, the student need not re-apply again unless they change programme or request a change.

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| Created   | July 2017   |
| Reviewed by the Policy and Strategy Committee   | 12 May 2020   |
| Ratified by the Education Sub-committee of the Board of Trustees of the Royal Academy of Dance                      | 8 June 2020   |
| Signed on behalf of the Education Sub-committee of the Board of Trustees of the Royal Academy of Dance by the Chair |  |
| Review Date   | May 2021  |

### Appendix A: Process for Applying for Reasonable Adjustments (study in English)



SSWO: Student Support and Welfare Officer  
PM: Programme Manager  
HLT: Head of Learning and Teaching  
RA: Reasonable Adjustment

### Appendix B: Process for Applying for Reasonable Adjustments (study in a language other than English)

