



MASTER THE GLOBAL
SPORTS INDUSTRY



UCFB/GIS

Student Disability Policy

This document has been designed to be accessible for readers. However, should you require the document in an alternative format please contact: Quality@ucfb.com

© UCFB/GIS April 2021

Date first published: September-2021 Version No. 1
Owner: Head of Student Services
Date updated: September-2021
Review Date: September-2022

Approved by: Academic Board

1. Purpose

1.1 The purpose of this policy is to:

- Set out a framework to ensure students with disabilities can fully participate, where practicable, in UCFB/GIS's academic and social programmes.
- Ensure that UCFB/GIS complies with its legal requirements under the Equalities Act 2010.

2. Scope

2.1 This Policy applies to all disabled students regardless of nationality, fee status, mode of study or place of residence.

2.2 This Policy applies to current and former students, where there is a continuing relationship, or students holding qualifications conferred by the institution, who are defined as having a disability. Specifically, the institution will not act in a way which disadvantages a student with a disability/disabilities in comparison with a student without a disability/disabilities.

2.3 UCFB/GIS will ensure that in all policies, procedures, regulations, functions and activities, including strategic planning and resource allocation, consideration is given to reasonable means of enabling disabled students' full participation in all aspects of the academic and social life of the institution.

3. Equality impact

3.1 This policy is neutral in terms of equality-related issues.

3.2 UCFB/GIS is committed to the promotion of equality, diversity and a supportive environment for all. UCFB/GIS aims to ensure that students get the most from their experience in an inclusive learning environment.

4. Legal Context

4.1 The Equality Act 2010 consolidates, harmonises and replaces all previous legislation with respect to the nine protected characteristics, which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Within the context of disability, the Act sets out the types of direct and indirect discrimination that may occur within an institution, including harassment, victimisation and failing to put in place reasonable adjustments.

5. Definition of Disability

5.1 A disability is defined as a physical or mental impairment that is likely to have a substantial and long-term effect on an individual's ability to carry out day-to-day activities. Long-term is defined as a condition that has lasted over a year and a day, a condition that is likely to last for a year and a day, or a condition that will last for the duration of the individual's lifetime.

6. Reasonable Adjustments

- 6.1 A Reasonable Adjustment is defined as a decision taken by the institution to allow changes to be made to standard arrangements for students in relation to their studies at UCFB/GIS. Some students may become disabled during their studies and the need to make reasonable adjustments is important to allow them to continue in their studies.
- 6.2 Reasonable adjustments will also apply to potential applicants to the institution.
- 6.3 Assessments in relation to the question of whether a requested adjustment meets the criteria of a reasonable adjustment may be required on occasion. Where a requested adjustment cannot be made by UCFB, the institution will explore other possible solutions in order to resolve the situation that has given rise to the requested adjustment.

7. Principles

- 7.1 UCFB/GIS aims to create an inclusive environment that enables disabled students to fully participate in the campus life experience and, where reasonably practicable, one that offers parity of experience with non-disabled students.
- 7.2 To advance disability equality, UCFB/GIS will:
- Encourage applications from prospective students who have a disability;
 - Make reasonable efforts to contact those applicants who have declared a disability in order to discuss their needs;
 - Work to prevent unlawful discrimination, harassment and victimisation;
 - Promote equality of opportunity and foster good relations between disabled people and others;
 - Take account of a disabled person's individual needs to ensure they are treated equitably;
 - Ensure that reasonable anticipatory adjustments are considered and implemented;
 - Take anticipatory action to enhance the accessibility of our facilities and services;
 - Promote an inclusive, safe and supportive environment for all students, including those with disabilities, to study within;
 - Provide training and support for staff and managers to be able to promote disability awareness

8. Disclosure and Confidentiality

- 8.1 UCFB/GIS will endeavour to create an environment that encourages disclosure by implementing the following actions:
- all information relating to disclosure of disability will be treated as sensitive information as laid down by the institution's Data Protection Policy.
 - information relating to a student's disability will only be shared with the student's consent, to ensure that appropriate support to meet the

individual's needs can be provided. Where students decide that they do not wish to disclose, this may affect the type of support that can be provided.

- The UCFB/GIS Confidentiality – Student Wellbeing Guidance Statement provides further details on the institutional approach to confidentiality.

9. Teaching and Learning

9.1 UCFB/GIS will provide appropriate reasonable adjustments dependant on the individual's needs. This will include assisting a student to obtain relevant evidence so that UFCB can provide appropriate support and address any issues relating to academic or professional competency standards. Once the level of need has been established, and with permission, information can be disseminated to relevant people. This will be done by:

- A Learning Support Services registration – the student must sign up to the service and agree to information being shared appropriately.
- Teaching Considerations – formulated with the agreement of the student, which will be circulated to relevant staff, advising on appropriate adjustments.

9.2 UCFB/GIS will also endeavour to consider the requirements of disabled students in the following areas:

- Inclusive and accessible programme design;
- That, where practicable, all learning and teaching materials are accessible as standard;
- That, where practicable, disabled students have equal opportunities to access academic and vocational placements;
- That appropriate adjustments are implemented within the constraints of UCFB/GIS policy, to ensure that assessment and examination practices provide the same opportunities, and meet the same academic and professional standards, as for non-disabled peers.