

University of Surrey

Disclosure, Confidentiality and Sharing of Personal Data Concerning Disability

Policy Statement:

Disclosure, confidentiality, sharing of personal data concerning disability

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John Beaumont, Disabilities Co-ordinator

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Policy Statement: Disclosure, Confidentiality, Sharing of Personal Data Concerning Disability

This policy is written for Registry admissions staff, Faculty teaching and administrative staff, Faculty Disability Representatives, Additional Learning Support, Accommodation, and the Student Care Services.

The University of Surrey will comply with the Data Protection Act 1998 and DDA part 4 with respect to sensitive personal data relating to a disability by managing disclosures in the following ways:

Admission

1. The University will keep, secure and use all disclosures made on admission forms for admissions purposes only. Applicants will be given the option of meeting ALS for the purpose of support. Where there are serious health and safety issues, ALS will work with the department to explore reasonable adjustments and additional services for equitable access.

On Programme

2. Additional Learning Support (ALS) will handle disclosure of disability and the process of communicating with and advising the student, including seeking the student's explicit informed consent in writing to the sharing of disability related data and informing the student of the consequences of making disclosures 'in confidence' or making 'confidentiality requests'. If University staff are made aware of a student's disability, they will refer the student to ALS using the 'Additional Learning Support (ALS) Referral Form' and keep a confidential record that the referral has taken place (Part A of the Form).
3. Except in exceptional cases where there is a duty of care or health and safety concerns, the University will respect a student's request to keep personal data relating to a disability confidential.
4. The University will not disclose disability related data externally, for example, on references, without the student's explicit written consent. For further information, please also see the University's Guidelines on Writing References which are available from the HR Department [Policies and Procedures](#)

This policy should be read in conjunction with the Briefing Notes on Disclosure, Confidentiality, Sharing of Personal Data Concerning Disability.

Briefing Notes on Disclosure, Confidentiality and Sharing of Personal Data

John Beaumont, Disabilities Co-ordinator

1. INTRODUCTION

- (a) The University believes, as a general principle, that it is far better for the student to define their own disability and to take responsibility for deciding to share information with others. This position is consistent with the DPA and will guide staff as they make judgements on the ownership of personal sensitive data.
- (b) In most cases students are willing to share the nature of the disability with lecturers and tutors. In some rare cases ALS will be asked by the student to only disclose adjustments to specific staff and, with the student's permission, will list the reasonable adjustments. This would only occur following full discussion of the implications for on-programme support with the student.
- (c) The Data Protection Act applies to information about physical or mental health conditions even where these do not amount to a disability i.e. all data relating to ill health should be regarded as personal and sensitive and our obligations to non-disclosure and confidentiality apply, as with disabled people.

2. PROCEDURES ON ADMISSION:

a) The Data Protection Act (DPA) and Application Processes: Background Information

- (i) The DPA obliges the University to obtain and process personal data 'only for one or more specified and lawful purposes'. The specified purpose of obtaining the data through UCAS is to create a student record.
- (ii) The data relating to students' disability that is gathered by UCAS and forwarded to the University can therefore only be used for admissions purposes (i.e. any sensitive personal information must not be shared with anyone other than those individuals directly concerned with the admissions process. Therefore, students are only invited to share confidential documents where there are serious health and safety concerns or where adjustments compromise competence standards. ALS admissions 'support meeting' summaries are copied to the applicant and these reports only outline possible adjustments and services not the nature of the condition.

b) Applications for Accommodation

- (i) The Accommodation application form invites students to share information about their impairment for the purpose of allocating appropriate accommodation. The disability disclosure is also used, where appropriate, to make the wardens aware of the student's needs. Disability related data will be shared with ALS for the purpose of making disabled students aware of support and to offer relevant adjustments. From ALS the student will be asked to

agree further disclosure to their departments and other relevant services e.g. the safety office for PEEPS. (see 9. role of ALS)

c) Other Routes

- (i) Information about a student's disability enters the University through a variety of routes, including data presented on application to the Access to Learning Fund and other registration and application forms in the Student Care Services. The Additional Learning Support referral form (Appendix G) will be used by staff in the Care Services to ensure that the student is aware of support from ALS and that reasonable adjustments are identified.

3. PROCEDURES AT REGISTRATION

- (a) The registration process includes an opportunity for students to check the online SITS record of their disclosure of a disability and students are advised to contact ALS via a referral email should they need support.

4. PROCEDURES ON PROGRAMME

- (a) In light of the complexity of the legislation and the consequential work involved in explaining to students the implications of giving or withholding consent, ALS have responsibility for centrally managing student disclosure of data relating to a disability (see Appendix F for the role of ALS). Faculty/departmental staff should therefore only use disclosed confidential information for the purpose of referral to ALS. However a record of the disclosure should be placed on file, for further reference, in the event of a dispute. As a further precaution against mistaken sharing of data for a purpose other than that for which it was disclosed, it is recommended that Section A of the Additional Learning Support (ALS) Referral Form is placed in a sealed envelope within the student file with the Faculty or Department and marked confidential.
- (b) The University employs an 'ALS Referral Form' (Appendix G) for use by academic and support staff to refer students to ALS. The form comprises three sections:
 - Section A: a local record noting the student's disclosure and consent for the information to both be kept on file and forwarded to ALS;
 - Section B: to be sent by the staff member (to whom the disclosure was made) to ALS, in order to ensure that the disclosure is centrally recorded and followed up;
 - Section C: to be given to the student.
- (c) The Additional Learning Support Referral Form will be reviewed annually to ensure that the instructions are clear and that confidential information is used for referral purposes only and that only relevant data is collected.

- (d) The phrase 'confidentiality requests' refers to situations in which a student specifies limitations on the sharing of data. In these situations, the student will be referred to ALS, so that she/he is made aware of all the consequences associated with that request.¹
- (e) If the student wishes to make a disclosure 'in confidence' to an academic member of staff, then the consequences of that decision will be made known to the student. A record will be kept that a disclosure has been made and the disclosure will not be shared with ALS or others in the University.¹

5. POSSIBLE EXEMPTIONS: HEALTH & SAFETY, DUTY OF CARE

- (a) In cases where there is a duty of care to an employer or student during the Professional Training Year (PTY) or where there are health & safety concerns, the following procedure should be used:
 - (i) ALS will in the first instance explore the issues with the Faculty Disability Representation (FDR). The identity of the student will not be disclosed where the student withholds consent to share information. In the unlikely event of a student withholding consent to disclose a disability, where there are serious health and safety concerns, ALS will refer where appropriate to the Associative Dean of Faculty.

6. FLOW CHART OF DATA MANAGEMENT ON APPLICATION AND ON PROGRAMME

- (a) The stages of how data will be managed from application through to programme attendance and placement is shown in the flowchart in Appendix K and is outlined in detail in the following sections.

7. THE ROLE OF ALS IN MANAGING THE SHARING OF CONFIDENTIAL DATA (SEE APPENDIX F)

- (a) Students make appointments with ALS to; discuss difficulties, examine evidence, discuss reasonable adjustments, and to prepare a Learning Support Adjustments form (LSA) to inform the Faculty of examination adjustments and other support that could be offered from the Faculty. See Appendix K.
- (b) A further disclosure form is completed with ALS to determine any limitations to disclosure (confidentiality requests), e.g. a student may agree to disclose the nature of their disability to a Personal Tutor or FDR, but might not want this

¹ The forms attached as appendices to the Briefing Notes are the current drafts and should be viewed as ongoing developments that will be reviewed on an annual basis. However the principal purpose of the forms will remain consistent with the statements above.

information to go any further. In most cases students do not limit the disclosure and FDRs inform designated staff in departments so that relevant teaching and support staff are aware of adjustments.

- (c) ALS will ask the student to sign the LSA to agree the reasonable adjustments. The agreed electronic copy will be sent by ALS to the FDR informing them of the adjustments.
- (d) ALS will respect the student's wishes if the student wants to withhold disability information beyond what is required for reasonable adjustments to be given (i.e. the LSA will only contain adjustments agreed between ALS and the student and not the nature of the condition).
- e) For those students who do not wish to disclose a disability, ALS will explore the requirements of the programme with the Faculty Disability Representative. ALS will do this without disclosing the name of the student, to investigate whether further reasonable adjustments are needed and will advise further disclosure if appropriate (e.g. to facilitate support in laboratories). The student will be told that without a full disclosure the University may be so constrained that a less satisfactory reasonable adjustment is provided or no reasonable adjustment can be provided.

8. CONCLUSION

By following this framework the University of Surrey can fulfil its obligation to the student to protect personal sensitive data whilst ensuring that the student is not disadvantaged for a reason relating to a disability. The University will be able to demonstrate that only data that is relevant to making reasonable adjustments is available to staff. Whilst limiting opportunities for unauthorised disclosures and making clear the limitations on further sharing of the data, the University will ensure that relevant information is available to staff to deliver reasonable adjustments.

References:

'Finding Out About People's Disabilities, A good practice guide for further and higher education institutions' (2002), DfES.

Disclosure, Confidentiality and Passing on Information, Guidance for post-16 providers on implementing the Disability Discrimination Act Part 4' (2003), Learning and Skills Council

Background to Policy and Relevant Legislation

1. This policy has been written in response to two major pieces of legislation that together present a challenge to the way the University manages data:
 - Data Protection Act 1998 (DPA)
 - Disability Discrimination Act Part 4, (DDA Part 4; also known as SENDA – Special Educational Needs and Disabilities Act, 2001). Also the Disability Discrimination Act Code of practice 2006 and the Equality Act 2010

2. The Acts require of the University a greater level of organisation and management of data, whilst ensuring that appropriate services and reasonable adjustments can be made in a timely manner. It requires of staff a high level of awareness of the issues and it also imposes a need for firm professional boundaries between staff, which can only be maintained with a high level of trust.

Aim of Policy and Procedure

Aim of the policy:

1. to provide guidance on the principles of the DPA in relation to students with disabilities, and its application to the admissions process and on-programme support of students with disabilities;
2. to identify the points of entry to the University of personal sensitive data relating to disability and to provide clear management principles for its handling (e.g. UCAS and postgraduate admission application forms, accommodation application forms);
3. to create a clear delineation between admissions data and on-programme data and to create a process that will minimise sharing of data at the admissions stage and when students are on programme elicit explicit informed consents in writing.
4. to protect the rights of the student both at the admissions stage and on-programme, whilst ensuring that appropriate adjustments can be offered by ALS staff;
5. to protect University staff from making unauthorised disclosures, by ensuring that clear limitations on the storage and sharing of data are stated at each stage of both admissions and on-programme procedures;
6. to create clear policies which support the process of exemptions to the DPA (i.e. where the University has a 'duty of care' for health & safety reasons or where an employer or student is participating in the Professional Training Year).

The DPA 1998

1. The Data Protection Act 1998 restricts the processing of personal sensitive data about the individual, and particularly how and whether that information can be passed onto others. Information relating to a disability is classified as sensitive personal data and under the DPA would only be shared with others with the explicit consent of the individual. However, our duty also applies to all information about physical or mental health conditions even where these do not amount to the legal definition of disability.
2. To ensure that people with disabilities are not discriminated against and that reasonable adjustments are made, the University may need to pass data about a student with a disability onto academic and support staff or work placement providers. However, even if students have not explicitly requested confidentiality, the use and transfer of information about them (including through a job reference) is restricted by the Data Protection Act.

Prior to such processing the student must give their explicit informed consent. The University must also:

- ask the student's permission to pass on information necessary for making reasonable adjustments;
 - alert the student to the use that will be made of the information when asking him or her to disclose a disability on application, enrolment, examination forms or referral forms;
 - ensure appropriate procedures are in place to keep sensitive and other personal information confidential (see Section 5 and Disclosure of Disability Referral Form Appendix A).
3. Should a student make an 'in-confidence' request under the Disability Discrimination Act, information may **not** be passed on for the purpose of making reasonable adjustments. The University should only share sensitive personal information about a student without the individual's consent in very rare circumstances. The most likely situation would be where a significant risk to the health and safety of the individual, members of staff or other students was identified.
 4. Under the DPA, a student has the right to ask the University in writing to stop processing any personal information relating to them if they feel that the processing is causing them substantial damage or distress. The University may continue with the processing if :
 - The individual has previously given consent to the processing
 - The processing is necessary for the performance of a contract to which the individual is a party or for compliance with a legal obligation
 - The processing is necessary to protect the vital interests of the individual.

The Equality Act 2010

1. The Equality Act 2010 makes it unlawful for educational institutions to discriminate against disabled students and other disabled people.
2. According to the Act, discrimination can occur in the following ways:
 - direct discrimination, associative discrimination, discrimination by perception and indirect discrimination
 - failure to make reasonable adjustments when a disabled person is placed, or is likely to be placed, at a substantial disadvantage.
 - harassment
 - victimisation
3. To comply with the Act universities have a duty to anticipate and make reasonable adjustments for the needs of disabled people and students at large (an anticipatory duty).

**Disclosure of Disability
'Deemed to know'**

1. To avoid discriminating against a disabled person or student by treating him or her less favourably because of a disability, the University will need to know about that person's disability. If the University does not know and could not reasonably have known that the student has a disability, then that person has not been treated less favourably for a reason relating to a disability.
2. The DDA Part 4 Code of Practice states that if the disabled student has told someone within the institution or service about his or her disability, then the responsible body may not be able to claim that it did not know.
3. The DfES guidance 'Finding Out About People's Disabilities' states that 'when one person has been told in the institution, then the institution could be deemed to know about a person's disability.' However, this does **not** mean, that the disclosure can be shared with everyone in the University. The Data Protection Act requires the University to have a process for handling the data in accordance with the DPA. Failure to follow this process can leave the University vulnerable to accusations that reasonable adjustments were not lawfully considered or that data was unlawfully processed.

DDA Code of Practice 2006; 'A disabled person has the right to request that the existence or nature of his or her disability be treated as confidential. In determining whether it is reasonable to make an adjustment the responsible body must have regard to the extent that making the adjustment is consistent with a disabled person's request for confidentiality.'

4. The guidance recommends that universities offer disabled students an opportunity to declare a disability at the following times:
 - admissions;
 - registration;
 - the start of new modules or years;
 - professional training interviews;
 - before examinations;
 - joining the Library;
 - requesting accommodation and;
 - using the Careers Service.

Role of Additional Learning Support (ALS)

ALS have a role in the following:

1. to provide a confidential service to students and assist University staff to deliver appropriate adjustments to the delivery of programmes or for assessment;
2. to provide training and advice to academic and support staff in the support of dyslexic and disabled students;
3. to contribute to the work of the Disability Liaison Network in the development of policies & procedures and good practice across the University;
4. to provide disabled students with information about support and services and to assess their needs based on medical or psychologist reports;
5. to provide a Learning Support Adjustments assessment of students' needs including examination adjustments ;
6. to support students to apply for funding and make arrangements for students to have non-medical helper support e.g. note-takers or mentors;
7. to deliver tutoring support for dyslexic students and students with other disabilities including mental health conditions.

Additional Learning Support (ALS) referral form (including; dyslexia, medical conditions)

This form should be used to refer to Additional Learning Support (ALS) any student who discloses a disability². ALS needs this information to record the disclosure for legal and monitoring purposes, and for the purposes of providing support. The form is in three sections:

- **Section A** is to be completed by a member of staff and student and retained in the relevant student file;
- **Section B** should be completed by a member of staff, detached and forwarded to Additional Learning Support;
- **Section C** should be detached and handed to the student.

Section A - File record of a referral to ALS

I, [Name]:....., give my consent to the storing of the information below on file for the purposes of fulfilling the requirements of the Data Protection Act 1998; and I give my consent for this information to also be forwarded to the University's Additional Learning Support service for the purpose of assessing and providing support during my time at the University of Surrey. Alternatively, as a record that I do not want support.

Specific information relating to an impairment, medical condition or dyslexia _____

Tick here if you would like ALS to screen for dyslexia

Tick here if you would rather not disclose the nature of your disability until you have met with ALS

Tick here if you do **not** want support/assistance or a referral to ALS

Student's signature _____ Date _____ Uni. No.

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Section B - Note to Additional Learning Support

Student's Name _____ Uni. No. _____
Phone/e-mail _____

Faculty contact _____ [ext./e-mail] _____

Please send via internal mail to: **Additional Learning Support, Library and Learning Centre**

Section C - Information for students about Additional Learning Support

You have been referred to the University's Additional Learning Support (ALS) service.

ALS provides a comprehensive range of impartial and confidential services, this can include:

- Arrangements for examinations
- one-to-one learning support
- dyslexia assessment and support
- access to specialist equipment and software in the Technology Centre
- accessing disabled students' allowance funding
- loan of equipment
- extra support in the Library and other University facilities

You are advised to contact ALS to seek their help in assessing your needs and supporting you during your time at the University of Surrey.

ALS is based in the University Library, and can be contacted as follows:

e-mail als@surrey.ac.uk, telephone on 01483 689609, on 2019 9609 from a Freewire telephone in the residences, by dropping in to see them (Library staff members can help direct you).

¹ A disability is a physical or mental impairment which has a substantial, and a long-term adverse effect on the student's ability to carry out normal day-to-day [including study] activities (Equality Act 2010)

² A disability is a physical or mental impairment which has a substantial, and a long-term adverse effect on the student's ability to carry out normal day-to-day [including study] activities (Equality Act 2010)

Disclosure of disability referral form:

What to do if a student tells you that they have an impairment, medical condition or dyslexia

.....

Explain to the student that you need to complete the form overleaf to forward the information to Additional Learning Support (ALS) who can provide specialist assistance and support.

Even if the student does not wish to receive any support from the University, the form must still be completed and sent to ALS for legal and monitoring purposes.

- Complete the form (Sections A & B) and get the student to sign Section A
- Advise the student to visit ALS for a consultation about support which can be provided to them and give them Section C.
- Detach Section B and post it to Additional Learning Support, Library and Learning Centre
- Retain Section A in the appropriate file

If you have any questions about completing the form, contact Additional Learning Support: als@surrey.ac.uk or by telephone on ext. 9609

Additional Learning Support (ALS)
University Library, 4th floor,



Tel: 01483 68 9609
Fax: 01483 684602
Email: als@surrey.ac.uk

Learning Support Adjustments (LSA)

To: FDR:
Cc:
Name of Faculty:

From ALS Advisor: John Beaumont

Valid from date:

Student's Name:
URN:
Course:

Disclosure

The student named above has agreed to University staff being made aware of his/her disability,
The following are examples of relevant staff who may need to know;

- Laboratory Technician
- Personal Tutor
- Programme Director
- Faculty Examinations Officer
- Safety Officer

The student has agreed to discuss their needs outlined on their LSA form with their personal tutor. It may be necessary to inform all tutors who deliver teaching to her/him about his/her needs. **This disclosure is not to be used for references to employers or placement providers without the student's explicit written consent.** If there are any queries about this please contact ALS immediately.

The student named on this LSA form has undergone a needs assessment with ALS and has been assessed as having a disability requiring academic adjustments or services as listed below. The services and adjustments were carefully evaluated after a thorough review of medical and other relevant evidence.

Revisions can be made to this LSA by ALS staff for one of the following reasons; additional information is offered e.g. on receipt of an external Needs Assessment, changes in disability status, unique academic settings or by periodic review.

Information about disabilities and related services and adjustments should be treated as confidential by University staff.

In some complex cases the LSA process will include discussions with the department disability representative. However, subsequent modifications must not be made without consultation with the ALS advisor named above.

N.B. Please note the examination adjustments attached. The details will be forwarded to Registry by ALS via SITS.

Learning Support Adjustment Form (LSA)

«Forename» «Surname»

«URN»

The named student will need the following from the Faculty:

• Accept the use of student’s own digital recorder to record the lectures and seminars
• Consider whether it is appropriate to record group discussions, for which the student must ask permission.
• Recommend class handouts and reading lists in advance, if not available electronically
• All summative class tests should have the same special arrangements as formal examinations
• This student may need extra support from the Department while on placement

• Special seating
• Alternative access to notice board information and other course information
• Level access to rooms
• Lighting arrangements for some tasks
• Accept the use of student’s own minidisk recorder to record the lecture and discussion
• Accept the use of student’s own laptop/ portable keyboard in lectures and seminars
• Recognise their need to use a Learning Support Assistant
• Recognise the need to use a sign language interpreter/ Communication Support Worker or typist
• Accept the need to take breaks during lectures
• Accept the need to miss classes. Please ensure that there is a clear system in place that enables the student to receive handouts etc. for missed classes
• Provide class handouts and reading lists in advance
• Provide handouts in large print (font.....)
• Provide handouts on colour paper (.....)
• Provide handouts electronically
• Provide handouts in Braille
• Provide handouts and OHP slides on disk (word doc)
• Provide hard copies of all OHP slides in preferred format
• Provide text versions of audio materials in advance
• Wear a microphone for a radio aid when asked
• Inform the student in advance if videos are to be used
• Enable the student to borrow video material so that it can be viewed in advance of the class
• Provide reading lists well in advance
• Give prior notification and time for preparation before asking the student to read aloud

• Please discuss oral presentations with the student beforehand
• Repeat questions from the floor and face the class to enable lip reading
• Recognise that source material will have to be accessed in alternative formats. This may mean that the student needs longer to complete written work.
• Accept that the student may need some flexibility with deadlines for assignments
• All class tests should have the same special arrangements as formal examinations
• Please refer to the Faculty Fire Officer to devise an Evacuation Plan in the event of fire
• Recognition that the student will not move quickly between lectures
• There needs to be careful consideration when choosing an appropriate placement for this student
• This student may need support applying for additional funding to complete a placement
• It is advisable to contact Occupational Health for further assessment before commencement of a placement.
• It is recommended that a meeting is convened with ALS to discuss support for this student on placement.

Examination Adjustments

«StickersApprovedDate»

Room:	
Extra time:	
Method:	
Equipment:	
Individual adjustments:	

Class tests

These adjustments should be applied to all class tests where it is practically possible.

Authority for judgments

These examination adjustments have been judged reasonable by ALS in accordance with the University’s policies and guidelines. These policies and guidelines are reviewed by the Student Experience Sub-Committee

Review of judgements

There may be circumstances or practical considerations which will require alternative arrangements to those stated above. In all cases please contact the Disability Advisor for a review of the adjustment.

Disagreements

The Associate Dean of Faculty will be available to the department and ALS for exceptional cases that cannot be agreed between ALS, departments and students.

For ALS

I have read and accept these adjustments

Signed by student: _____

Disability Advisor notes	SITS: <input type="checkbox"/>
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University of Surrey Policy and Background

The University Disability Policy recognises that disabled students are integral members of the academic community. It aims to ensure that in all policies, procedures and activities, consideration is given to the means of enabling disabled students in all aspects of the academic and social life of the institution.

The team at ALS is ready to assist students with resources and strategies that will help create an inclusive learning environment. We are committed to providing an equivalent learning experience for dyslexic and disabled students. We aim to do this in partnership with academic departments and services by sharing responsibility for making reasonable adjustments and adopting inclusive strategies. We believe that dyslexic and disabled students are as autonomous in their learning as students without disabilities and our role is to support independent achievement.

The Learning Support Adjustment Form (LSA) provides a written summary of the adjustments assessed as reasonable by ALS staff for the named student. Adjustments are designed to provide the student with an equal opportunity to participate in all educational activities; adjustments are not intended to provide an unfair advantage. The role of the student, Faculty and ALS are described below.

The Student's Role:

The student provides ALS with detailed disability related evidence from an appropriately qualified professional; they describe the disabling effect on their performance in an academic setting; and request services / adjustments that support their studies. Students are expected to request or discuss the required adjustments in a timely manner (normally prior to or during the first week of their course or directly following a diagnosis) with appropriate University staff either within the Faculty or with ALS disability specialists. The student will then contact, as directed by ALS, either their Personal Tutor or the Departmental Disability Representative to discuss the adjustments and services.

The Role of ALS:

ALS reviews the disability evidence, verifies that the evidence is complete and appropriate, conducts a LSA assessment with the student to identify where adjustments or services will be needed. ALS staff may also contact the Programme Director or Faculty Disability Representative to better understand the nature of the programme as part of the LSA assessment. At the conclusion of the LSA assessment a student receives a LSA form summarising appropriate services and adjustments.

The Faculty Role:

At the request of the student or on the receipt of the LSA, the Personal Tutor meets with the student to discuss needs and make arrangements for the adjustments outlined in the LSA. If the Faculty have questions regarding the provision or suitability of adjustments, they may contact

the ALS staff named on the LSA for assistance but always prior to changing or dismissing services or adjustments.

Legislative Background:

The Equality Act 2010 makes it unlawful for institutions to discriminate against disabled students. Institutions have a duty to provide 'reasonable adjustments' to arrangements, this includes the delivery of teaching and academic assessment. The University requires students to provide documentary evidence of a disability and has a referral process to facilitate an appropriate evaluation of the evidence. The Act states that, 'a person is disabled if he or she has a physical or mental impairment that has substantial and long- term adverse effect on his or her ability to carry out day-to-day activities.' Dyslexia and other Specific Learning Difficulties are acceptable within the definition. Reasonable adjustments as determined by ALS are intended to provide equality of opportunity as required by the Act; however competence standards should not be compromised. Adjustments should be practical and may vary in different settings, which may be reflected in the LSA. Academic staff are invited to work collaboratively with the student and ALS to achieve appropriate solutions.

Appendix I



