

Procedure 5.3 Equality, Diversity and Special Needs					
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Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our students are informed about the main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our Annual 1.9 Policy and Procedures Review.

1. Introduction

- 1.1** The Academy is committed to ensuring that disabled people or those with additional needs have the same opportunities as non-disabled people and to ensuring that disabled people are treated fairly.
- 1.2** The Academy welcomes the *Equality Act* (2010).
- 1.3** The aim of the Academy is to ensure that it does not, without justifiable reason, treat a disabled person less favourably than others because of the nature of their disability.

2. Definition

- 2.1** The Academy will not unjustifiably discriminate against a person who has a physical or mental impairment which has a substantial, adverse and long-term effect on his or her ability to carry out normal day to day activities. The term 'normal day to day activities' includes mobility, manual dexterity, physical co-ordination, perception of risk or physical danger, speech, hearing, vision, memory, concentration and the ability to understand.
- 2.2** The definition of disability applies to clinically well recognised illness and disfigurement. It does not include addictions or personality/social disorders, which are covered by our welfare procedure in 'Welfare Services and Pastoral Care 5.2.
- 2.3** The Academy will not discriminate against a disabled person:
- in the admission or enrolment procedures for students,
 - in the terms on which admission or enrolment offers are made,
 - by unreasonably refusing or deliberately omitting to accept an application for admission or enrolment,
 - in the provision of services provided for students, including courses of education, learning support,

- recreational and leisure activities, catering facilities, accommodation and work-based learning,
- in all learning and teaching, assessment and social activities,

3. Disclosure

3.1 The Academy encourages potential students to disclose any disability that may affect their application. This must be done in a spirit of openness and the Academy makes it clear that this is not done with a view to discriminate against the candidate. The information is critical to assess their ability to undertake courses and to make, where necessary, reasonable adjustments to help applicants overcome the effect of their disability.

3.2 Individual needs will be discussed:

- at the point of initial enquiry to the Academy,
- on initial application to Academy,
- prior to and during interview,
- during assessment procedures,
- when drawing up care and learning plans,
- during one to one meetings with the programme coordinator.

3.3 The Academy operates a process to monitor student welfare and progress. This means that a disability may be disclosed at any time during the academic year. The Academy will review and respond to such disclosure in a sensitive and appropriate manner. The Academic Quality Coordinator and Welfare Officer have been trained appropriately and are appointed to support prospective and current students who have additional learning needs.

3.4 If a student fails to disclose a disability, or asks for it to remain confidential, the Academy will be unable to make the necessary adjustments to their needs.

4. Confidentiality

4.1 A student has the right to request that the existence of his or her disability remains confidential. Where a disability has been disclosed, the wishes of the student regarding confidentiality are respected. Information will not be improperly used or disclosed.

4.2 If the student agrees for the information to be passed on, the Academy as a whole is deemed to know about the disability for the best interest of the student. The member of staff to whom the disclosure has been made, not the student, is responsible for disseminating the information throughout the Academy.

5. Reasonable Adjustments

5.1 The Academy will make reasonable adjustments to ensure that a disabled student is not placed at a substantial disadvantage in comparison with someone who is not disabled.

5.2 Reasonable adjustments may include:

- admission, administrative and examination procedures
- course content and work-based learning activities
- teaching arrangements and learning support
- individual care and support arrangements
- accommodation
- facilities and services
- assessment
- any other Academy service provided to all students and staff

5.3 Factors which will be considered when providing *reasonable adjustments* include:

- maintenance of academic standards

- financial resources
- cost
- practicality
- other aids or services available
- health and safety requirements
- relevant interests of other people

6. Complaints

6.1 Any student or applicant believing that they have been discriminated against by an Academy student or member of staff should firstly (immediately) avail of the internal complaints procedure (see Procedure 2.5)

6.2 The Academy takes discrimination very seriously and deals at the highest standard and procedure.

7. Training

7.1 All employees have a responsibility to ensure that the requirements of the *Equalities Act* are met, and that the values already embedded at the Academy in challenging discrimination are endorsed.

7.2 All staff undergo training to enable them to understand and meet the requirements of this procedure. New members of staff will be given relevant information and procedural details relating disability during their induction session.

8. Related Documents

8.1 Policies

- 2 Academic Management
- 3 Teaching Learning Assessment
- 4 Admissions
- 5 Student Support, Engagement and Learning Resources
- 7 Information

8.2 Procedures

- 1.5 Equal Opportunities
- 1.9 Review and Revision of Policies and Procedures
- 2.13 Access and Participation Statement
- 3.1 Expectations of Staff in Teaching Delivery
- 3.3 Encouraging Independent Learning
- 3.4 Tutorial Arrangements
- 3.8 Feedback to Students
- 4.1 Enrolment and Selection
- 4.3 Recognition of Prior Learning (RPL)
- 4.6 Student Induction
- 4.13 Transfers Suspensions Withdrawals Closure and Change of HE Provision
- 4.14 Fees Charges and Financial Support
- 5.1 Student Code of Conduct
- 5.2 Welfare Services and Pastoral Care
- 5.4 Student Engagement
- 5.7 Reviewing Learning resources
- 6.15 Safeguarding

- 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)
- 7.1 Review and Sign off PI
- 7.4 HE Public Information

8.3 Terms and Conditions

8.4 External Reference Points

- Office for Students (OfS) Requirements and Guidance at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Assessment at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Course Design & Development at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>
- UK Quality Code Advice & Guidance – External Expertise at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise>
- UK Quality Code Advice & Guidance – Monitoring & Evaluation at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>
- UK Quality Code Advice & Guidance – Learning and Teaching at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- UK Quality Code Advice & Guidance – Student Engagement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- OIA The Good Practice Framework for Complaints and Appeals at <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/>
- OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>
- Pearson Recognition of Prior Learning Policy _____ at https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Related QAA guidance: Understanding assessment: its role in safeguarding academic standards and quality in higher education: [Sept 2012]