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Related Forms:	Student Application Form Student at Risk Form

1. Introduction

ACBT is committed to ensure an inclusive learning environment that supports both existing and prospective students experiencing a disability or an issue that requires consideration in order to provide an equitable learning environment. ACBT is also committed to addresses the barriers to inclusion (structural, cultural, organizational and attitudinal) which is the starting point of the premise that is accessible and appropriate where the provision is not “additional” but a core element of the overall service, which the ACBT makes available. This document outlines strategies for accommodating students facing challenges, thereby providing them with the opportunity in advanced to demonstrate achievement of learning outcomes. Subject to meeting course-related academic and English entry requirements, ACBT will offer the same educational opportunities to all enrolled students regardless of nationality, fee status or place of resident.

2. Definition

Person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (Equality Act, 2010). It is likely to last at least 12 months, or it is likely to last for the rest of the life of the person. Disability covers a wide range of physical and mental impairments, including physical and mobility difficulties, hearing impairments, visual impairments, specific learning difficulties including dyslexia, medical conditions and mental health problems .

3. Purpose

This policy outlines ACBT policy for supporting disabled students, in line with legal obligations and duty of care.

4. Objectives

ACBT is committed to ensure that disability does not provide a barrier to existing and prospective students.

ACBT objectives are to;

- ensure the accessibility of physical and virtual environment for existing and prospective students
- encourage applications from prospective disabled students
- ensure ACBT admission & recruitment criteria for course of study do not create unnecessary barriers
- promotes a positive, safe and supportive study environment for students with disability
- encourage disability disclosure among ACBT staff and students, while maintaining confidentiality
- takes anticipatory action to advance inclusive learning and teaching practices
- ensure the support to disabled students remains relevant

5. Disclosure

- Students are strongly encouraged to disclose their disability to ACBT as early as possible in the application process and as much information as possible should be provided in respect of the nature of the condition and how it affects the applicant. This will allow ACBT to ensure any support that can reasonably provide by ACBT, which can put in place prior to the start of the course or as soon as reasonably practical.
- ACBT will usually require medical evidence of the disability or evidence from an appropriately trained relevant expert in order to consider the request for adjustments and to determine whether the ACBT is able to support the student in their studies. If the student fail to provide the ACBT with the relevant information when requested, ACBT may not be able to assess what adjustments are required or put those adjustments in place and entry may be deferred.
- ACBT will manage the process of information sharing and will treat all personal data in accordance with the ACBT Data Protection Policy. When requested by students, relevant information may be shared with the consent of the student.

6. Confidentiality

Applicants and students have the right to request that their disability be kept confidential where absolute or limited confidentiality has been requested; or where confidentiality has not been requested, applicants/students will inform that relevant details will be disclosed only to the staff who need to know in order to implement relevant adjustments.

ACBT cannot be held liable for not implementing reasonable adjustments retrospectively (i.e. prior to disclosure of disability).

7. Student Applications

- ACBT provides course details and general information which is accessible to people with disabilities.
- ACBT makes explicit entry criteria for all courses and ensures that such criteria do not present unnecessary barriers for disabled applicants.
- ACBT publicises information about building accessibility and support provisions to enable applicants to make an informed university choice.
- All the applications are assessed based on academic suitability for the courses and, where applicable, the requirement of professional bodies.

8. Supporting and Assessing Students with Disabilities

- Associate Dean, Managers and Coordinators are responsible to promote equality and diversity throughout the campus.
- Support and/or Learning and Assessment Plans will be implemented when one of the following methods has been utilized to determine the individual student's need/s:
 - students are invite to submit details of any disability that is likely to affect their academic progress on their application form to study at ACBT.
 - existing students may approach ACBT staff members who will refer them the Course Coordinator or ACBT staff member may approach a student for whom a Lecturer has submitted a ***“Student at Risk”*** form
- Students with a disability are encouraged to provide documentary evidence providing:
 - details of condition (and it's likely impact on participation and assessment in their course) from a suitably qualified medical practitioner
 - details of suggested modifications and strategies that ACBT may be able to engage in order to support the student
- ACBT the Course Coordinators will liaise with lecturers, administrative staff, external organisations and/or Middlesex University as required to provide the necessary support to meet the student's needs.
- Further guidance from the Course Coordinator or the Associate Dean is available. They may liaise with external agencies as required and within the parameters of Privacy and Confidentiality.

9. Student Counselling

Student counselling is part of Student Support and Wellbeing. The Service offers students an opportunity for confidential disclosure of personal information relating to physical or mental health. For those with a documented health condition, the counselling service assesses support and arrangements for appropriate reasonable adjustments to be made available at ACBT. Student Counselling acts as an advisory service for students who request guidance on inclusivity or reasonable adjustments. In addition, Student Counselling works closely with students in Counselling and Mental Health who provide specialist support for students with mental health conditions.

10. Administrative Procedures

The Associate Dean and the Course Coordinator will assume responsibility for implementation of these guidelines. Students will advise the provision of these guidelines on the Enrolment application, at the Orientation and in the Student Handbook.

11. Costs

ACBT will take all practical steps to make “reasonable adjustments” in meeting the needs of students with a disability. However, after due consideration of these adjustments, at some point, ACBT deems such actions to reach a level of “unjustifiable hardship”, it may:

- consult with, and seek the advice of relevant disability sources to overcome the difficulty.
- discuss the matter with the student to explain any arising issues or unreasonable costs
- wherever possible, seek to provide alternative options for the student and endeavour to facilitate those options.