

Reasonable Adjustments Policy and Procedure

1. Introduction

- All higher education institutions have a legal duty to anticipate learning needs of students and provide reasonable adjustments that will remove barriers to learning success. Reasonable adjustments are usually provided for people who are considered to have a disability. A person is disabled if they have a physical, mental, or specific learning need that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Within this policy, the term 'specific need' encompasses the above definition.

2. POLICY

- The Equality Act (2010) places a legal duty on providers to make reasonable adjustments to ensure that students do not experience substantial disadvantage in comparison to other students. The reasonable adjustment duty contains three requirements, which relate to how things are done, changing the environment to avoid a substantial disadvantage and providing auxiliary aids and services.
- There are **two key** considerations of reasonable:
 - is the adjustment possible? At Norland, this means are we able to access the expertise or environment to be able to make the adjustment?
 - is the adjustment workable? At Norland, this means will the adjustment still allow the student to meet the learning outcomes and competence requirements for their course?

An adjustment should not be considered unreasonable if it does not remove the disadvantage fully; an adjustment which partially removes substantial disadvantage is likely to be reasonable.

- The duty to provide fair and equitable assessment opportunities must be balanced with the need to protect academic standards by ensuring that there are no unfair advantages inadvertently caused by the application of reasonable adjustments. It is therefore important that reasonable adjustments are appropriate to the activity, relevant to the individual student and their needs, provide differentiated challenge to allow for attainment above the pass threshold and still allow students to demonstrate that they have met the learning outcomes and competence standards of the course. For this reason, we take a person-centred approach to assessing what reasonable adjustments will be most appropriate, within the context of the career for which students are preparing.
- The role of Competence Standards must be considered. Competence Standards are defined under the Equality Act 2010 as 'An academic, medical or other standard applied for the purposes of determining whether or not a person has a particular level of competence or ability' (Sch 13, para 4(3)). At Norland, the Competence Standards required of a Norland Nanny are described in the Norland Code of Professional Responsibilities. Any Reasonable Adjustment made during a student's studies at Norland cannot alter the requirement that students must fully meet the Competence Standards to become a Norland Nanny. All reasonable adjustments will align explicitly with the Competence Standards required by the Norland Code of Professional Responsibilities, ensuring students achieve the essential skills necessary for their professional qualifications.

- If the adjustments needed by a student result in them being unable to demonstrate the Competence Standards, the student may be referred to a Fitness to Study or Fitness to Practise investigation.
- The Reasonable Adjustment Agreement will be completed by the Student Support Officer, in partnership with the student. All adjustments must be approved by the Reasonable Adjustment Panel before they can be implemented. The Reasonable Adjustment Panel includes the Vice Principal - Head of Teaching, Learning and Research; the Head of Student and Academic Services; and the Student Services and Wellbeing Manager. Approval may be delegated to only one member of the panel if necessary.
- There are two 'waves' of support at Norland, namely Wave 1 and Wave 2. Wave 1 is the universal, inclusive support for all students, to support students whenever they need it. Wave 2 is designed to support specific students who may have a long-term disability or condition and may need support to be 'levelled up' with the students who are successfully accessing learning, teaching and assessment with or without the support at Wave 1. We encourage students to see the adjustment process as a two-way process, in which students and staff work together to improve the outcomes for all students.
- We have an inclusive approach to all students, where they will be supported wherever feasible, both academically and pastorally, to demonstrate that they can meet the competencies required of a Norland Nanny and the standards required of their degree and/or diploma. We encourage all students to be proactive in seeking our support when they need it and to respond when we reach out.
- The support offered by Wave 1 is outlined in the [Support Framework](#) and students who find it difficult to access the Wave 1 support may have a reasonable adjustment applied so that they are able to benefit from this universally available help.
- Students are encouraged to monitor their progress using an [Evidence Log](#) which will be provided for them. This is an important part of the support process as it will provide evidence which will be needed to review the effectiveness of the adjustments. The Evidence Log will be given to all students during their first meeting with one of the Student Support Team (see 2.3). Students may have support using the Evidence Log if necessary.
- Wave 2 is the extra level of support offered to students that is additional to the universal offer to all students at Wave 1. Some students might require more support because of an additional need, such as dyslexia or autism, or because of a long-term health condition that is impacting them and their studies.
- In Wave 2, reasonable adjustments are tailored to the specific needs of each student and their circumstances. Some students may be supported to engage with support options in Wave 1 before they are offered bespoke adjustments, and this will be discussed with the student. Where this is the case, students may need to demonstrate that they have actively engaged with the support offered in Wave 1 before further adjustments can be implemented, and this can be demonstrated through their Evidence Log (see 2.3) Where there is evidence that Wave 1 has not made a positive impact for the student, additional adjustments will be discussed with them. Examples of additional adjustments may include:

- Small group study skills workshops

- Referral to library for 1:1 or small group support sessions
 - Dyslexia screening assessments
 - Additional time with lecturers, tutor and/or the Student Support team
 - Additional funded counselling sessions
 - Additional time for presentations, Vivas and/or written work
 - Adjustments to placements to assist with practical tasks
- Please note that there are limitations to the support we can provide as an educational institution, as set out in the [Support Framework](#).

Procedures for Reasonable Adjustments

- New Students: Where a student has declared a specific need in their application to Norland, or when a student is in receipt of a recommendation from their Occupational Health Assessment, they will automatically be invited to a 1-1 meeting with a member of Student Support Team, at which the need for additional support will be discussed. Students who have not informed Norland at the admissions stage but feel that they would benefit from additional support are encouraged to contact the Student Support team to arrange a meeting to discuss additional support as soon as possible, preferably during or just after welcome week.
- Existing Students: If a student has not previously been in receipt of Reasonable Adjustments but has a change in their support needs, they can contact the Student Support team to request a meeting. Staff may also refer students to the Student Support team if they have identified a specific support need.
- All students will have the opportunity to review their support needs in their 1:1 tutorials with their Personal Tutor. 1:1 tutorials are compulsory for all students and are scheduled once per trimester (three per academic year). If it is agreed that reasonable adjustments need to be reviewed, the Personal Tutor will make a referral to the Student Support team, who will then arrange a meeting with the student.
- Assessment will be made based on the impact of the student's specific need on their ability to access learning and assessment, and to carry out practical or skills-based tasks as required (e.g. at placement). Support interventions will be determined by the support need, and the student will be required to sign an agreement to confirm acceptance of the adjustments offered. All student data is stored in line with Norland's Data Protection Policy and Norland's Data Retention Schedule. For further information on how student data is held and used, please refer to the Student Privacy Notice. Any adjustments made will not alter the assessment outcomes or compromise the academic integrity of the course.
- Should a student fail to attend an arranged assessment meeting; they will be offered a second date/time. If they do not attend for a second time, then it will be assumed that no reasonable adjustments are needed. However, should a student decide that later an adjustment is required then they should contact their Personal Tutor for support. This will then start the process as outlined above.
- Information about a student's specific needs will only be shared with those necessary to support the student, unless a safeguarding concern is raised, in which case Norland may contact the student's emergency contact or appropriate agency. Equally if there is a concern

that a student has a specific need, Norland will be proactive in attempting to meet that need, if the core competencies and academic standards are not compromised.

- Students are required to complete a Health and Character Declaration each academic year which will be reviewed with their Personal Tutor during 1:1 tutorials. The document requires students to declare any health impairments or conditions which may affect Fitness to Practise or Fitness to Study. Staff may refer to this document when considering adjustments, alongside the [Support Framework](#).
- Specific needs may be identified by the student themselves, and where possible, evidence will be required from the student to support this. The Student Support Team will then discuss how the student's disability/condition impacts them, and a judgement will be made about which Wave best meets the student's needs.
- Where evidence is not available to support the claim for reasonable adjustments, the Student Support Team will liaise with other members of the academic team to ascertain the impact of the student's concerns on their engagement, studies and practise.
- All reasonable adjustments made with the student will be reviewed by the Reasonable Adjustment Panel. The decision will either be 'approved' or 'needs further discussion'. If it is the latter, a follow-up meeting will be arranged with the student and the Student Support Team to address the concerns raised by the Reasonable Adjustment Panel. This process will be repeated until an appropriate outcome has been agreed by all parties.
- Once a student's support strategies have been approved, the strategies will be reviewed up to 3 times a year by the student's Personal Tutor. It is possible that there will be further amendments applied to meet the student's specific needs, where changes occur throughout the student's academic journey. The Health and Character Declaration will be updated to include any changes to the Student's Reasonable Adjustments.
- In cases where reasonable adjustments have been put in place for specific placements (for example, 2.3 residential placement), these will be considered temporary and will not be automatically applied to subsequent placements.
- If a student has a long-term or recurring medical condition, then it will not be necessary for the student to keep applying for reasonable adjustments, however Norland will continue to review their effectiveness. Students with long-term or recurring medical conditions must be able to meet the expectations and standards of the course, both academically and on placement, using the support available within the Support Framework
- Whether or not to apply reasonable adjustments and the type of reasonable adjustments approved are matters of professional judgement. Should a student not be satisfied with the outcome of the assessment for reasonable adjustments, they can appeal the decision. An appeal may only be made on the following grounds:
 - If the student believes that a procedural error has occurred.
 - If new information comes to light that was not available at the time of the assessment for reasonable adjustments.
- If a student wishes to appeal against a reasonable adjustments assessment decision, they may do so by following the [Academic Appeals Policy](#).

- **Alignment of Reasonable Adjustments with Professional Competencies**
- All reasonable adjustments at Norland College are meticulously designed to support student-specific needs while maintaining full alignment with the professional Competence Standards articulated in the Norland Code of Professional Responsibilities and Graduate Practitioner Competency Framework.
- Adjustments must ensure equitable opportunities for students without compromising the essential professional standards required for achieving their degree and qualification as a Norland Nanny.

Reasonable Adjustment in Placement

- Early communication with the Student Support Team, by the student, prior to the start of the placement is necessary to identify which of the student's needs are required for consideration. To support reasonable adjustment whilst on placement the student will attend a pre-placement meeting with the Student Support Team. The reasonable adjustments discussed here will be relevant to that placement and will not be relevant to future placements, unless this agreed at the review stage.
- The discussion with the student may include:
 - Geographical/physical location - can the student travel distances?
 - Pace and pattern of work - can the student work full-time up to 11 hours per day?
 - Availability of local health services - will the student require nearby access to local health services whilst on placements?
 - Academic commitments - can the student deal effectively with the amount of academic work on top of their daily placement schedule?
 - Physical attributes of placement - can the student undertake physically demanding or enduring activities?
- All placement reasonable adjustments will need to be approved by the Reasonable Adjustment Panel who will be joined by the Placement Manager.

Quality Assurance for Reasonable Adjustments at Norland

- All reasonable adjustments will be recommended by one of the Student Support Team, using the same Support Framework at Wave 1 and Wave 2. Each member of the team will conduct meetings with the students in an equitable way, following the same procedure as outlined in this policy.
- Students will be made aware that adjustments cannot be implemented until the Reasonable Adjustment Panel has approved them. The process is the same for adjustments to placement, though the Placement Manager will form part of the Reasonable Adjustment Panel in these cases.
- The outcome of reasonable adjustments made for students will be monitored to evaluate their impact. Where a student is not making the necessary progress, but is in receipt of a reasonable adjustment, a review of the adjustment will take place.
- Any review of a student's reasonable adjustment will follow the same quality assurance process as outlined above.

3. ROLES AND RESPONSIBILITIES

As stated throughout the policy.

4. RELATED POLICIES, PROCEDURES AND GUIDANCE

The following are of particular relevance:

- Norland Code of Professional Responsibilities
- Graduate Practitioner Competency Framework
- Academic Appeals Policy
- Health & character declaration
- Reasonable Adjustments Support Framework
- Reasonable Adjustments Evidence Log
- Student Privacy Notice

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