

Lincoln Bishop University

Document Administration

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CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

VERSION CONTROL TABLE

<u>Version Number</u>	<u>Date Authorised</u>	<u>Summary of Key Changes</u>
1.0	March 2024	Code of Practice first introduced and approved
2.0	07 May 2026	Reviewed to update branding, nomenclature and outline of current institutional practices

CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

1. INTRODUCTION

- 1.1. The Code of Practice for Students with Access Needs is intended to ensure University practices are in line with those of the OfS, DfE and the requirements of the Equality Act 2010.
- 1.2. It should be read with reference to other University Codes of Practice (e.g. Code of Practice for Admissions, and the Equality, Diversity and Inclusion Policies).
- 1.3. The University aims to provide equal opportunity for all individuals, regardless of their background, to gain admission to a programme suited to their ability and aspirations. The University recognises students with access needs have been under-represented in the higher education sector and, further, that these students are an integral part of the academic community. Ensuring access and inclusivity for students with additional needs through the Code is a strategic function of the institution.
- 1.4. Through this Code, the University acknowledges its duty to take account of the full and diverse range of access needs applicable to students. The University recognises that policies and procedures must incorporate a degree of flexibility in order to ensure that the requirements of students with access needs are taken into account, and to ensure that the University is maximising the inclusivity of its programmes of study.

2. SCOPE

- 2.1. The University has adopted the social model of disability and recognises that consultation on an individual basis is necessary in order to determine the access needs and requirements of students. Disability, as defined by the relevant legislation, is a term covering a wide range of impairments including physical and mobility difficulties, hearing impairments, visual impairments, and specific learning differences (e.g. dyslexia, medical conditions and mental health problems).
- 2.2. The University recognises its duty to anticipate the needs of students with access needs, and to provide opportunities for students to disclose information about their circumstances in an environment that encourages such disclosure.

CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

- 2.3. In order that an appropriate and flexible response can be made to an individual's declared needs, throughout the duration of their programme of study, the University will ensure that its procedures and policies are capable of a reasonable amount of flexibility so that the full range of access needs that may be demonstrated by students can be taken into account.

3. GENERAL PRINCIPLES

- 3.1. The University will, through its Council and Committee structures, strategies, policies, and procedures, embed its commitment to the fair and equitable treatment of students with access needs.
- 3.2. The University acknowledges that the access needs of students must be considered when planning and revising, its strategies, policies, procedures, both for academic and non-academic services. Where a policy or procedure is introduced, or reviewed, an equality impact assessment will be undertaken to ensure due consideration of the requirements of students with access needs are taken into account.
- 3.3. Regular consultation will be undertaken with prospective, current and former students with access needs. The resulting detailed information will contribute to the provision of individualised responses to the requirements of students with access needs.
- 3.4. Consultation outcomes are summarised, as appropriate, to senior management through the annual monitoring process to ensure the University responds effectively and systematically to its duty to take account of the access needs of students.
- 3.5. Information about the action taken by the University will be published annually in the Equality and Diversity Objective Action plan, and Equality, Diversity and Inclusion annual report; these documents will be made available to the public via the University website.
- 3.6. Any discriminatory behaviour will be challenged, and reported through the appropriate disciplinary procedures.
- 3.7. The University is committed to providing an ongoing programme of awareness training in all agendas relating to the promotion of equality of opportunity, including accessibility. Senior managers and other key staff will be required to have an adequate understanding of the relevant legal framework relating to students with access needs in Higher Education.

CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

4. INFORMATION FOR PROSPECTIVE STUDENTS, CURRENT STUDENTS, AND STAFF

- 4.1. The University will ensure that information relating to its programmes and services is available in accessible formats.
- 4.2. Programme information, is available to students at an early stage –via the University’s website and further information can be requested by e-mail.
- 4.3. The University will ensure enquiries from students with access needs will be handled promptly and professionally, with appropriate staff providing full and accurate information to the student.

5. CURRICULUM DESIGN

- 5.1. The University’s procedures ensure the validation and re-validation of programmes include well-informed consideration of the requirements of students with access needs.
- 5.2. Where an externally awarded qualification is offered, the University will ensure consideration is given to the requirements of students with access needs.

6. ADMISSIONS PROCESS AND POLICIES

- 6.1. The University, through its Code of Practice for Admissions, will ensure its criteria and procedures for selecting students are relevant to the programme of study and, where applicable, will take into account the requirements of professional bodies and employers (as appropriate). Selection criteria and procedures will not unjustifiably disadvantage or create barriers for disabled applicants and, where appropriate, students with access needs will be given an opportunity to demonstrate alternative ways they can meet programme requirements. Please see the University’s Access Needs Disclosure Response and Support Procedure and Access Needs Disclosure and Support Procedure for Externally Awarded Qualifications for further information.

7. ACADEMIC ASSESSMENT

- 7.1. The University will ensure its assessment and progression policies, practices and procedures provide students with access needs with the same opportunity as their peers to demonstrate the achievement of learning outcomes. Reference should also be made to the University’s

CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

Procedures Governing the Administration and Conduct of Examinations or JCQ guidelines if applicable.

- 7.2. Provision of alternative assessment and examination arrangements for disabled students will be well publicised and procedures will be easy to follow. Adjustments in assessments and examinations will allow for flexibility in the conduct of the assessment.

8. SUPPORT FOR STUDENTS WITH ACCESS NEEDS

- 8.1. The University will provide academic, pastoral and social campus-based services which are accessible and appropriate to the requirements of students with access needs.
- 8.2. Detailed information and guidance will be available to students with access needs at all stages of their engagement with the University, from admissions to graduation and beyond. This includes the requirements of their programme of study, together with what can be expected from the progression route they aim to follow.
- 8.3. Information will be gathered from placement providers and employers (as applicable), in order to ensure an anticipatory approach to placing students with access needs.
- 8.4. Due regard will be made to fitness to practice requirements of external professional bodies, and alternative means of demonstrating a required standard will be discussed with individual students.
- 8.5. The University will ensure details of a full range of graduate opportunities, including postgraduate taught and research based programmes, are made readily available to students with access needs.
- 8.6. The University's IT strategic Plan and related procedures will give full consideration, if necessary, to the development of responding to the needs of students with access needs, ensuring course and electronic information and learning materials are accessible to students. If necessary, alternative hardware or software will be provided to ensure inclusivity of academic resources.

CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

9. THE PHYSICAL ENVIRONMENT

- 9.1. The University has undertaken an audit of the physical accessibility of campus facilities, and will continue to monitor issues relating to physical access and health and safety throughout the campus. All University buildings, including Halls of Residences, teaching and learning accommodation and resources, and leisure and recreational facilities, and any new build projects are subject to impact assessment and the access audit process.
- 9.2. The University will consider the accessibility of physical learning environments so that individual students with access needs are not disadvantaged.
- 9.3. Where physical access is unreasonably difficult or impossible, the University will endeavour to ensure that a flexible approach is taken which will allow students with access needs to participate in their programme of study, e.g. by identifying alternative venues where classes have been timetabled to take place in an inaccessible environment.

10. INSTITUTIONAL PROCEDURES

- 10.1. The University's Board of Examiners will consider reasonable adjustments to its procedures in cases where a student's access needs make it difficult for them to meet specific criteria (e.g. time limits). The conduct of any panels for which attendance by the student is either desirable or mandatory should make appropriate allowances for that student's requirements, (e.g. accessible locations or in the length of time allocated to proceedings).
- 10.2. For students undertaking programmes with externally awarded qualifications, considerations of adjustments will be made in line with JCQ and awarding body guidance.
- 10.3. The University's Student Advice & Wellbeing team will be available as a source of advice to students preparing submissions relating to policies and procedures. The Student Advice & Wellbeing team will receive appropriate training in order to ensure they provide students with access needs with information and advice regarding their entitlements.

CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

11. RECORDINGS OF LECTURES, SEMINARS AND TUTORIALS BY STUDENTS WITH ACCESS NEEDS

- 11.1. The following procedure ensures the University can make a reasonable adjustment under the terms of the Equality Act in respect of providing equal treatment and equal access to educational opportunity for all students regardless of their disability status.
- 11.2. Students recording oral lectures should note that intellectual property rules apply in accordance with the University's Intellectual Property Policy.
- 11.3. The purpose of the recording is as a study aid, allowing the capture of content provided orally by an academic, or an appointed session leader (e.g. external speaker).
- 11.4. If there are specific reasons why you find it difficult or impossible to take lecture notes (e.g. visual or audio impairments, dyslexia, mobility impairments, etc) and therefore you need to record oral lectures you are advised to follow the following procedure:
 - 11.4.1. You should inform Student Advice & Wellbeing of your specific needs. This allows the University to make appropriate adjustments to improve your student experience including allowing you to record of lectures, seminars or tutorials
 - 11.4.2. When recording formal teaching sessions other than lectures, any recording will be subject to reasonable objections from others present when a recording being made, e.g. if sensitive personal accounts/circumstances/views are being discussed. If such an objection is raised (e.g. in a session where other students might be contributing orally), you must respect the objection by stopping the recording for those parts of the session where contributions are made by others present.
 - 11.4.3. Please note the session leader will be told you will be recording lectures, but they will not be told the specific reason for this unless you have given explicit consent for this information to be shared with your programme team.
 - 11.4.4. Recordings you make of any lectures and other formal teaching sessions made must be used only for your personal and private use, and must not be:
 - i. Passed on to any other person (except for transcription purposes, if required due to the nature of the disability, in which case they can only be provided to the transcriber)

CODE OF PRACTICE FOR STUDENTS WITH ACCESS NEEDS

- ii. Published in any form (this includes, but is not limited to, the internet and hard copy publication).
- 11.4.5. All recordings you make must be destroyed once you have completed your programme of study;
- 11.4.6. Any breach of this agreement or the University's policy on the recording of lectures and other formal teaching sessions will be regarded as a disciplinary offence. If you are unsure about recording lectures, or if you have any other relevant learning needs, you are advised to contact Student Advice & Wellbeing:
 - i. T: 01522 583600
 - ii. E: studentadvice@lincolnbishop.ac.uk