



The College  
of Estate  
Management

# **CEM Code of Practice**

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## Disability and Special Educational Needs

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# **Table of Contents**

<i>Introduction</i> .....	1
1. <i>Disability Adviser</i> .....	1
2. <i>Campus Accessibility</i> .....	1
3. <i>Pre-entry Advice</i> .....	2
4. <i>Admissions</i> .....	2
5. <i>Information and Support</i> .....	3
6. <i>Assistance on Programme</i> .....	3
7. <i>Specific Learning Difficulty Assessments</i> .....	4
8. <i>Special Marking Provision in Coursework</i> .....	4
9. <i>Field Trips</i> .....	4
10. <i>'Live' Teaching</i> .....	5
11. <i>Residential Teaching</i> .....	
12. <i>Examinations</i> .....	5
13. <i>Assessment Boards</i> .....	
14. <i>Award Ceremonies</i> .....	6
15. <i>Complaints</i> .....	6
16. <i>Staff Development</i> .....	6
17. <i>Monitoring and Review</i> .....	6
<i>Appendix A    Related Policies</i> .....	7

# **Introduction**

The College of Estate Management (CEM) recognises its responsibility to offer students with physical and sensory impairments, specific learning difficulties, autistic spectrum conditions, mental health difficulties, long-term health conditions or temporary injury, access to education. CEM is committed to equity in enabling student development and achievement, and as part of this commitment ensuring that no student is subjected to unfair discrimination.

This policy adheres to the QAA Code of Practice, Chapter B4 Enabling Student Development and achievement

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B4.pdf>  
and should be read in conjunction with the CEM Equality and Diversity Policy.

The Equality Act 2010 defines a disabled person as having a physical or mental impairment, and the impairment has a substantial and long-term<sup>1</sup> adverse effect on their ability to carry out normal day-to-day activities.

Discrimination is defined as treating a person unfavourably because of something arising as a consequence of their disability, and this treatment cannot be justified as a proportionate means of achieving a legitimate aim.

As such, CEM is required to make reasonable adjustments to enable a disabled student to have equality of opportunity and access. This policy outlines CEM's commitment to this provision and to the promotion of disability equality.

## **1. Disability Adviser**

1.1 CEM will provide a designated person to act as a central point of contact for all disabled applicants and students.

1.2 Contact details for the Disability Adviser are:

Email: [disabilitysupport@cem.ac.uk](mailto:disabilitysupport@cem.ac.uk)  
Phone: +44(0)118 921 4677

## **2. Campus Accessibility**

2.1 As an online provider of education CEM, does not have a physical campus.

2.2 However, CEM do host a number of events which the student can physically attend. These are held on external sites which have been assessed for accessibility purposes.

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<sup>1</sup> Long term is defined as lasting more than, or expected to last more than 12 months.

## **CEM Code of Practice**

- 2.3 The Disability Adviser will work with students with mobility difficulties or sensory impairments to ensure that they are able to access these sites.

### **3. Pre-entry Advice**

- 3.1 Information about the requirements of individual programmes is available in the prospectus and through the website.
- 3.2 The Disability Adviser is available to offer advice and guidance to any disabled person who is considering studying with CEM.

### **4. Admissions**

- 4.1 In accordance with CEM's Admissions Policy, disabled students will be judged on the basis of the core entry requirements. Academic decisions and discussion of support needs are taken independently.
- 4.2 It is advised that the student should notify CEM at the earliest possible opportunity, which is usually through the application form. This will ensure that the student will have access to their support as early as possible.
- 4.3 The student may choose to notify CEM at any point during their studies of any disability or specific educational needs. The student should note that CEM are unable to provide additional support for a disability or specific need that they are unaware of.
- 4.4 During the admissions process the Disability Adviser will make contact with the applicant if an applicant has notified CEM of their disability to offer information, advice and guidance where necessary on the admission process and the support that will be available for that student.
- 4.5 Applicants may on request make an appointment to meet with the Disability Adviser and the programme team to discuss their needs.
- 4.6 If CEM is unable to meet additional needs, or can only do so by compromising the learning experience which would disadvantage the applicant CEM will inform the applicant as soon as is reasonably practicable.
- 4.7 There may be circumstances where CEM is unable to meet a student's additional needs, such as:
- Where there are overriding health and safety hazards which cannot reasonably be overcome.
  - Essential adjustments cannot be made to the course content, structure, delivery, or to the provision of suitable staff or facilities.
- 4.8 The admission criteria will be regularly reviewed to ensure that it does not present any unnecessary barriers to disabled people.

# **5. Information and Support**

- 5.1 Information on what type of support is available to disabled students and how to access it is available on the CEM website and Prospectus, the VLE and Student Handbook which is issued to all students at the start of their course. Information can be issued in alternative formats on request.
- 5.2 All CEM materials, the VLE and interactive tools are written, built and designed in line with the CEM Accessibility Guidelines. An executive summary of which can be found on the website and the VLE.

# **6. Assistance on Programme**

- 6.1 Once a disabled student is registered on their programme the Disability Adviser will make contact with that student to invite them to formally register their disability or specific need. The student will be required to submit supporting medical evidence, or an assessment of Specific Learning difficulties, as outlined in the supporting policy on Medical Documentation.
- 6.2 The Disability Adviser will produce an individual CEM Additional Support Plan (ASP) after consultation with the student and based on their medical submitted evidence. This will outline the support that will be available to them during their studies. The student is required to sign this document to indicate that they are in agreement with what has been arranged.
- 6.3 The support offered will vary according to the student's individual needs but may include:
  - Extra time in examinations
  - Use of a PC in examinations
  - Use of a reader or scribe in examinations
  - Additional coursework extensions
  - Hand-outs in advance of lectures
  - Permission to record lectures
  - Use of a portable induction loop
  - Webinar of face to face teaching

This list is not exhaustive, and alternative forms of support may be offered in consultation with the Disability Advisor. .

- 6.4 All information provided by the student will remain confidential, unless the student has agreed that it can be disclosed to other departments as part of the Additional Support Plan.

## **7. Specific Learning Difficulty Assessments**

- 7.1 Advice is available for students who feel they have a study related problem which may be linked to an undiagnosed specific learning difficulty.
- 7.2 As a provider of online education with an international student body CEM is not able to offer diagnostic tests or , although we are able to provide screening. The Disability Adviser where appropriate can advise students where to obtain a full assessment locally and what to expect.

## **8. Special Marking Provision in Coursework and Examinations**

- 8.1 Where a student has a specific learning difficulty or autistic spectrum condition this will be taken into account in the marking process. A discreet message will be applied to the coursework or examination script for the marker to see..
- 8.2 CEM has produced and published guidance notes to tutors on how to support disabled students in their work with the CEM, specifically how to take account of a specific learning difficulty or autistic spectrum condition in the marking of an assignment or examination. To support these notes CEM has produced summary documents, which are provided to tutors every time they receive coursework or an exam script from a student with a specific learning difficulty, or autistic spectrum disorder.
- 8.3 Coursework and examinations are marked primarily on content, evidence of knowledge, understanding and application depending on the level of study. Errors of spelling, grammar and sentence structure are disregarded except in the case of essential technical vocabulary or where it is relevant to the required learning outcomes.

## **9. Site Visits**

- 9.1 Some programmes contain compulsory Site Visits as part of the assessment process.
- 9.2 It is the responsibility of the module leader to make reasonable adjustments, where practicable to enable disabled students to participate on an equal basis with other students.
- 9.3 The Disability Adviser is available to advise on appropriate adjustments and arrangements. A first aider is available at all times on such trips.

## **10. Face to Face Teaching**

- 10.1 Some programmes offer optional live teaching events, including residential events. If a disabled student decides to attend any of these sessions then they must inform the disability adviser, in addition to any registration procedure, of their intentions to ensure that support can be implemented.
- 10.2 It is the responsibility of the disability adviser, working with the relevant teams to ensure that the appropriate adjustments are in place for each student according to their individual Additional Support Plan.
- 10.3 If a student is unable to attend face to face teaching due to their disability, it may be appropriate to provide an audio recording of the session, or audio PowerPoints of the material that has been provided.

## **11. Examinations**

- 11.1 Many disabled students will require reasonable adjustments to be made to enable them to sit their examinations. The types of adjustments available are detailed in the supporting policy document CEM Policy on Examination Support for Students with Special Educational Needs.
- 11.2 The Exams and Progression Team will work closely with the student to ensure that any adjustments recommended in the CEM Additional Support Plan are put into place.

## **12. Assessment Boards**

- 12.1 Information on disabled students is made available to the Module Board, where module marks are approved.
- 12.2 The Module Board is advised where relevant of the nature of a student's disability and the adjustments that have already been implemented.
- 12.3 The Disability Adviser will be invited to the Module Board to provide specialist knowledge.
- 12.4 It is only in exceptional circumstances that CEM will consider the impact of a disability retrospectively where they have not been informed of a disability at the start of the course.

## **13. Award Ceremonies**

- 13.1 All students have the right to attend and participate in their award ceremonies.
- 13.2 Where a disabled student is being awarded by the CEM, the CEM will arrange access for wheelchairs, hearing loop systems and assistance for visually impaired students where necessary.
- 13.3 Where a disabled student is being awarded by a Validating Partner, that institution will be responsible for making any necessary arrangements. The student should contact the appropriate graduation office as early as possible to notify them of their needs.

## **14. Complaints**

- 14.1 CEM is committed to ensuring that all students receive a high standard of service, and that the support process for special educational needs is clear and transparent at all times.
- 14.2 However if the disabled student is unhappy with any aspect of service received the student has the right to complain. A copy of the Complaints procedure is made available on the CEM website and VLE, or can be provided on request.
- 14.3 If the student is unhappy with the academic decision associated with their studies the student has the right to appeal. A copy of the Appeals procedure is made available on the CEM website and VLE, or it can be provided on request.

## **15. Staff Development**

- 15.1 CEM ensures that all staff involved with disability and special educational needs provision are informed and clear about their roles and responsibilities. All staff will receive necessary training and staff development to ensure they are efficient and effective in their roles.
- 15.2 All staff with responsibility for supporting disabled students will receive regular updating on relevant internal and external policy, procedure and guidelines.

## **16. Monitoring and Review**

- 16.1 The CEM monitors and reviews its provision for disability and special educational needs annually to ensure that the Disability and Special Educational Needs Policy operates effectively.

# **Appendix A Related Policies**

This policy should be read in conjunction with the following:

QAA Code of Practice Chapter B4

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B4.pdf>

CEM Special Educational Needs: Medical Documentation

CEM Examination Support for Students with Special Needs

CEM Complaints Policy

CEM Appeals Policy

CEM Equality and Diversity Policy

CEM Data Protection Policy

CEM Terms and Conditions of Registration

CEM Accessibility Guidelines

CEM Interim Teaching Policy

Disability and Special Needs: A Tutor's Guide

CEM Instructions to Centres Document

All CEM Policies are available in the 'About Us' section on the CEM website, or in the Student Services section on the VLE. A hard copy can be provided on request.

# **Appendix B Benchmarked Policies**

University of Kent:

[http://www.kent.ac.uk/applicants/information/policies/student\\_disability\\_policy.html](http://www.kent.ac.uk/applicants/information/policies/student_disability_policy.html)

University of Lancaster:

<http://www.lancaster.ac.uk/sbs/disabilities/disabilitypolicy.htm>

University of Sussex:

<http://www.sussex.ac.uk/equalities/disability/universityofsussexdisabilitypolicy>

University of Warwick:

[http://www2.warwick.ac.uk/services/equalops/disability/disability\\_policy\\_for\\_staff\\_and\\_students--as\\_uploaded\\_onto\\_web\\_19th\\_oct\\_12.pdf](http://www2.warwick.ac.uk/services/equalops/disability/disability_policy_for_staff_and_students--as_uploaded_onto_web_19th_oct_12.pdf)