

Reasonable Adjustment of a Summative Assessment Method for Students with Support Profiles

PROTOCOL AND APPROVAL FORM — GUIDANCE

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1. Purpose

This policy sets out how the University adjusts the method of a summative assessment so that students with disabilities, long-term health conditions, mental health conditions or neurodivergent profiles, including those with a Support Profile, are not disadvantaged in demonstrating their learning outcomes.

Reasonable adjustments are intended to:

- remove barriers that prevent students from accessing or completing assessments in the same way as their peers;
- give students a fair opportunity to demonstrate the intended learning outcomes;
- support student wellbeing by reducing unnecessary stress caused by inaccessible assessment formats;
- ensure compliance with legal, regulatory and professional-body requirements while maintaining competence standards; and
- promote consistency and transparency in decision-making across programmes and Colleges.

2. Scope

2.1 Who this policy applies to

In line with the Equality Act 2010 and the University's anticipatory duty, this policy applies to all students who may experience substantial disadvantage in assessment compared with non-disabled peers. This includes many fluctuating and non-visible conditions.

It also applies to students who do not yet have a Support Profile or a formal diagnosis, but where staff reasonably suspect that a disability or long-term condition may be present and causing disadvantage. In these cases, observable need, self-report or staff concern is sufficient to begin a temporary reasonable-adjustment process while further assessment or evidence is obtained. A lack of documentation must never be used as a reason to delay support where a need is apparent (see Section 7).

Short-term or standard adjustments are normally time-limited and reviewed once further information is available. Where an ongoing need is identified, the arrangements should be incorporated into the student's Support Profile.

2.2 What this policy covers

This policy applies where the method of a summative assessment is to be changed, in part or in full — for example, replacing a presentation with written coursework. It applies to coursework, examinations, presentations, practical assessments, digital assessments and placements.

Approval of an adjustment under this policy does not require application of the Programme Modification Policy; scrutiny and approval are managed through completion and approval of the Reasonable Adjustment Approval Form. Where appropriate, more than one module or assessment may be included on a single form. The details of summative assessment methods are listed in the "Elements of Summative Assessment" section of the relevant block outline, available in the [Programme Documentation Repository](#).

2.3 What this policy does not cover

This policy does not cover routine examination arrangements such as extra time, rest breaks, individual rooms, scribes, or assistive technology and equipment. These are normally recommended through a student's Support Profile and implemented through the established examination-adjustment procedures; they do not require completion of the Reasonable Adjustment Approval Form.

The Form should therefore be used only where the method of assessment is to be altered — not where a student is to be provided with additional time, breaks, a scribe, an individual room on campus, or assistive technology and equipment.

2.4 Relationship to other policies and guidance

This policy operates alongside the University's [inclusive teaching and assessment guidance](#), including the Individual Inclusive Learning and Teaching Toolkit and related curriculum-inclusivity resources. Wherever possible, the University designs assessments flexibly, accessibly and inclusively, following Universal Design for assessment principles, so that the need for individual adjustment is reduced.

Information about this policy, including forms and guidance, is available in accessible formats on request.

3. Definitions

Reasonable adjustment

A change that removes or reduces the substantial disadvantage experienced by a disabled student, without compromising competence standards (Equality Act 2010).

Disability

A physical or mental impairment with a substantial, long-term adverse effect on normal day-to-day activities (Equality Act 2010). This includes many fluctuating and non-visible conditions.

Competence standard

An academic, medical or professional requirement that defines the necessary level of capability. The duty to adjust does not apply to the standard itself but may apply to the way it is assessed (see Section 11).

Temporary adjustment

A time-limited change to an assessment method or condition, implemented on the basis of observable need or self-report while further evidence or a full Support Profile is developed.

Support Profile

A record agreed with the Student Inclusion Support Team, setting out a student's barriers and recommended adjustments.

Special category data

Health and disability data processed under Articles 6 and 9 of the GDPR with appropriate safeguards.

4. Guiding principles

The following principles underpin the application of this policy.

- **Anticipatory duty.** The University seeks to anticipate and remove barriers in advance, designing assessment inclusively so that fewer individual adjustments are needed. Where a barrier remains, it is addressed promptly and sensitively.
- **Evidence and observable need.** Following *Abrahart v University of Bristol*¹, documentary evidence should not always be required where the University is aware of a student's needs, or where an adjustment can be reasonably justified on observable factors. Observable need or self-report is sufficient to trigger a temporary adjustment, and the need for formal documentation must not obstruct access to reasonable adjustments.
- **Timeliness.** Students are encouraged to raise concerns as early as possible so that support can be provided in good time and crisis-driven responses avoided.
- **Consistency and transparency.** Decisions are recorded on the Form and, where helpful, informed by previously approved adjustments for students with comparable needs, while still considering individual circumstances.
- **Relationship to exceptional circumstances.** Where appropriate reasonable adjustments are in place, disabled students should not normally need to rely on the exceptional-circumstances processes solely to address barriers arising from an ongoing disability or condition. Those processes remain appropriate where there is a significant, acute or unforeseen change in circumstances.

5. Support available to students

In addition to the adjustments described in this policy, students can access a range of other support for assessment needs, including:

- **Student Inclusion Support** — advice on creating or updating a Support Profile and discussing reasonable adjustments.
- **Engagement and Success** — proactive outreach and support where patterns of disengagement or non-submission may indicate an emerging need.
- **Disabled Students' Networks and representative forums** — opportunities to share lived experience and give feedback on how assessment and adjustment processes are working in practice.

6. Types of reasonable adjustment

6.1 When and why an adjustment may help

The following examples are illustrative rather than exhaustive. They show how reasonable adjustments can remove barriers while preserving academic standards.

- A student with a visual impairment may need an oral presentation replaced with a written submission where the barrier lies in accessing slides or visual content.

¹Advice note for the higher education sector on the legal case of *University of Bristol v Abrahart*, Equality and Human Rights Commission: equalityhumanrights.com.

- A student with severe anxiety linked to public speaking may demonstrate the same learning outcomes through a recorded presentation, or a viva with one or two assessors, rather than in front of a large group.
- A student with a chronic health condition that causes fatigue may need an assessment split into shorter sections, or conducted remotely, to prevent a deterioration in performance that is unrelated to the learning outcomes.
- A student with neurodivergent needs (such as autism or ADHD) may need additional clarity in instructions, adjusted deadlines, or a change from a group task to an individual submission where group dynamics create an unfair barrier.

6.2 Kinds of adjustment

The kinds of reasonable adjustment that may be made include:

- **Changing the assessment method** — for example, replacing a presentation with written coursework. This is appropriate only where the alternative method still allows the student to demonstrate the same learning outcomes and competence standards. When proposing or approving a change of method, the academic team must confirm in writing how the revised method aligns with the relevant module or programme learning outcomes and does not compromise academic standards.
- **Modifying specific aspects of an assessment** — for example, adjusting instructions, format or timing without altering the intended learning outcomes.
- **Allowing the assessment to take place outside the University** — for example, at the student's home, where this does not compromise academic integrity or competence standards.

In all cases, any alternative assessment must enable the student to demonstrate the same learning outcomes and, where applicable, competence standards. The University provides examples of commonly used assessment alternatives in its inclusive teaching and assessment guidance; staff should draw on and adapt these, seeking specialist advice where appropriate. Staff are encouraged to consult the Student Inclusion Support Team at wellbeing@brunel.ac.uk when determining appropriate adjustments.

7. Identifying the need for an adjustment

7.1 Students with a Support Profile

Where the reasonable adjustment of a summative assessment method is appropriate because of a student's Support Profile and disability, the Module Leader or another relevant member of academic staff should use the Form to devise amendments that enable the student to participate without disadvantage, in coordination with the Student Inclusion Support Team and consistent with the student's Support Profile.

7.2 Students without a Support Profile or diagnosis

Where a student has not declared a disability or does not have a Support Profile, but staff have concerns about engagement, performance or behaviour that may indicate a disability, staff must take reasonable steps to explore the need for adjustments. Where staff reasonably suspect that a student

may have a disability or long-term condition causing substantial disadvantage, the University will act promptly and sensitively. Reasonable steps include:

- engaging the student in a supportive, confidential and non-stigmatising conversation about the observed barriers and the potential impact of the suspected condition;
- explaining the support available, including referral to the Student Inclusion Support Team;
- making a timely referral to the Student Inclusion Support Team, with the student's knowledge, where appropriate;
- considering whether a temporary or interim adjustment is required to prevent substantial disadvantage while further assessment or evidence is sought, in line with the anticipatory duty;
- documenting the concern, the action taken and the outcome — including any provisional adjustments agreed and next steps — in a way that respects confidentiality and data protection.

Conversations should focus on the impact on assessment and the support available, not on diagnosing conditions, and must be recorded securely in accordance with data-protection and University records policies.

7.3 Indicators of possible disadvantage

Indicators may include sustained changes in attendance, communication or assessment performance across modules; distress linked to particular assessment formats; or other observable barriers to participation.

7.4 Evidence and observable need

Students are encouraged to provide supporting evidence, such as a medical note, psychological report, diagnostic assessment or Support Profile. However, the absence of evidence will not automatically result in refusal where the need for adjustment is clear and urgent. A student's own account, or a clearly evidenced observable difficulty, may be enough to approve a temporary adjustment while formal evidence is unavailable or being obtained. Clear evidence may include:

- repeated distress linked to a particular type of assessment;
- significant and ongoing changes in attendance, engagement or communication;
- consistent underperformance where the difficulty appears to relate to the assessment format rather than the student's knowledge;
- disclosure of a health condition, disability or neurodivergence without formal documentation; or
- a crisis, safeguarding concern or wellbeing referral showing that the student's ability to complete the assessment is affected.

Where there is observable evidence of disadvantage, staff must implement a temporary or interim adjustment without waiting for formal documentation, unless doing so would compromise competence standards or be demonstrably unreasonable. In every such case, the Form must record the evidence considered, the temporary adjustment agreed and the reason for the decision, and the student should be encouraged and supported to contact the Student Inclusion Support Team to discuss longer-term arrangements.

8. Requesting an adjustment

8.1 How and to whom to make a request

The Student Inclusion Support Team is the first point of contact for reasonable-adjustment requests and coordinates each case from the outset, whether the request comes from the student or from a member of staff.

A student should raise a request as early as possible once they become aware of a potential barrier. They may contact the Student Inclusion Support Team directly, or raise the matter with their Module Leader, Programme Leader or Personal Tutor, who will refer it to the Student Inclusion Support Team so that it is dealt with in the first instance. Where a member of staff identifies a possible need, they refer the case to the Student Inclusion Support Team in line with Section 7.2.

The Student Inclusion Support Team coordinates consideration of each request; academic staff advise on and determine the academic questions, whether an alternative preserves the intended learning outcomes and competence standards (Sections 9 to 12).

Students are expected to raise a need for adjustment as early as possible, engage with the Student Inclusion Support Team, provide any information or evidence requested, review the arrangements agreed, and report promptly if the arrangements do not meet their needs or are not in place.

8.2 When to request: deadlines and timelines

The University will normally acknowledge a request within **5 working days** and issue a written decision usually within **10 working days**. Urgent or imminent assessments and serious cases will be prioritised.

- **Coursework** — students should raise concerns at the earliest opportunity and should normally do so at least 10 working days before the submission deadline. Requests received with fewer than 10 working days' notice will still be considered. However, where the adjustment requires the ACO to create, amend or reconfigure an assessment flow or submission point, implementation before the existing deadline cannot be guaranteed. In such circumstances, the academic team, Student Inclusion Support Team and ACO must agree an appropriate alternative arrangement that prevents the student from being disadvantaged
- **Examinations** — raise concerns at least 4 weeks before the examination timetable is published. Later requests will still be considered, but the University may need to explore alternatives if changes cannot be implemented in time.
- **Other formats** (presentations, practical, placements or digital assessments) — raise concerns as soon as the assessment details are released. The earlier a concern is raised, the more likely it is that an effective adjustment can be put in place.

Requests received outside the timescales above must still be considered and must not be refused solely because they have been made late. However, the timing of a request may affect what can reasonably and safely be implemented for the relevant assessment. If insufficient time remains to create or amend an assessment flow or make other necessary arrangements, the ACO must promptly advise the Programme Leader and Student Inclusion Support Team. Where practicable, an alternative arrangement must then be agreed to ensure the student is not disadvantaged. Where the timing or failure of an adjustment has affected the student's ability to undertake or submit the assessment, the

arrangements in Section 13, including consideration of the exceptional circumstances process, will apply.

8.3 What happens next

Once a request is received:

1. the request is acknowledged and logged;
2. the Programme Leader or Module Leader reviews it in consultation with the Student Inclusion Support Team;
3. where the proposed adjustment is likely to require the creation or amendment of an assessment flow, submission point or other technical arrangement, the ACO is consulted promptly so that the practical requirements and implementation timescale can be identified before the adjustment is finalised;
4. a decision is made on whether the adjustment is feasible and does not compromise competence standards; and
5. the student receives a written outcome (by email) explaining the adjustment, or the rationale for refusal, including any temporary measures and next steps.

9. Deciding on an adjustment

9.1 Considering and documenting the adjustment

The details of the reasonable adjustment must be recorded in **Part 3** of the Form, including:

- the barrier being addressed;
- the agreed change(s) to the assessment method; and
- confirmation that the intended learning outcomes and competence standards are maintained.

Where competence standards are relied upon in an adjustment decision, staff must reference the relevant published programme or module learning outcomes and explain clearly how those standards relate to the assessment method. Adjustments must not compromise competence standards: while the standards themselves cannot be altered, the means by which a student demonstrates competence may be adapted, provided this does not detract from the core competencies being assessed (see Section 11).

9.2 Where an adjustment is appropriate but not possible

Where the reasonable adjustment of an assessment method is appropriate but not possible, because of a competence standard (see Section 11) or another substantial factor such as safety or regulatory constraints, a clear rationale must be provided in **Part 4** of the Form.

9.3 Using previously approved adjustments consistently

Colleges and departments may apply a previously approved reasonable adjustment to another student with a comparable Support Profile, to promote consistency, while still considering individual circumstances. In all cases, the Form must be completed and stored by the Student Inclusion Support Team as a record of the decision, ensuring transparency and accountability.

9.4 Other support where an adjustment cannot be made

If a request cannot be met exactly as proposed, the University will work with the student to explore alternatives, including:

- adjustments to the assessment format or timing;
- extensions to deadlines;
- exceptional-circumstances applications; and
- referral to wellbeing, counselling or independent Students' Union advice.

10. Approval and communicating the decision

10.1 Who approves

Programme Leaders approve requests, consulting module teams and the Student Inclusion Support Team where needed. Once the need for an adjustment is established, the nominated academic lead or Module Leader approves it. Academics remain responsible and empowered for ensuring academic and professional standards, and decisions not to make an adjustment must be carefully considered, particularly given the policy's emphasis on providing adjustments where the need is apparent, in consultation with academic staff, the Student Inclusion Support Team and the Assessment and Curriculum Office (ACO) where relevant.

10.2 Refusals on competence-standard grounds

Where refusal is based on a competence standard, the rationale must be referred to the Associate Director, Academic and Student Administration (or nominee) for final approval. Any decision to refuse an adjustment must explicitly reference the relevant learning outcomes or competence standards, demonstrate that alternative options were considered, and confirm that the decision is proportionate and consistent with the Equality Act 2010. Section 11 gives further detail on competence standards, and Section 12.3 sets out how disagreement about competence standards is resolved.

10.3 Communicating the decision

The decision is communicated to the student in writing (by email) by the Student Inclusion Support Team, or by the deciding academic together with the Student Inclusion Support Team, copied to the Personal Tutor and logged on SITS. The communication should, in clear and accessible language:

- summarise the request, the decision and the reasons;
- highlight any right of appeal; and
- set out the additional support available.

11. Competence standards

Under the Equality Act 2010, a competence standard is defined as *"an academic, medical, or other standard applied for determining whether or not a person has a particular level of competence or ability."* In higher education, these standards are normally linked to module or programme-level

learning outcomes and are especially relevant to programmes accredited by a Professional, Statutory and Regulatory Body (PSRB).

While the competence standard itself cannot be altered, the method by which a student demonstrates that standard can and should be adapted, provided this does not dilute the academic or professional requirement. In most cases, an alternative form of assessment should be identified that allows the student to evidence the same outcomes without disadvantage. Where a PSRB or other regulator prescribes a specific assessment method, the Programme Leader must liaise with the PSRB to explore permissible alternatives and record the outcome.

A refusal to provide an adjustment should occur only in exceptional and justifiable circumstances, for example, where the change would impose disproportionate cost, compromise safety, or be impracticable. Any such decision must:

- be supported by a clear written rationale;
- make explicit reference to the relevant learning outcome or competence standard; and
- be formally agreed by the Associate Director, Academic and Student Administration.

The University is therefore not required to change the competence standard itself, but it is required to consider all reasonable ways in which a student may demonstrate that standard. Unless a compelling justification is recorded and approved, reasonable adjustments should normally be implemented in line with the student's Support Profile and this policy.

Abrahart v University of Bristol confirmed that universities must take proactive steps to avoid disadvantaging students with disabilities and established that documentary evidence should not always be required where the need for an adjustment is reasonably apparent; observable need or a student's self-report may, in some cases, be sufficient to justify action. Where financial or logistical factors are said to limit the feasibility of an adjustment, the burden of proof rests with the University to show that the cost or difficulty is so significant that refusal is justified; given the substantial resources of most higher education institutions, that threshold is expected to be very high.

Accordingly:

- adjustments to the form of assessment must be made wherever possible to avoid disadvantage; and
- an assessment may remain unchanged only in clearly justifiable circumstances — such as where a competence standard prevents modification or the burden is excessive — in which case the reasoning must be fully documented, with explicit reference to the relevant learning outcomes or standards, in Part 4 of the Form.

Additional guidance on the use of competence standards in higher education is available from Advance HE and other sector bodies.

12. Roles and responsibilities

12.1 Academic staff

Academic staff are responsible for determining appropriate adjustments to summative assessments and for ensuring that students are not disadvantaged. While recommendations from the Student Inclusion

Support Team inform decisions, academics have the discretion to make the final determination, based on their understanding of the competencies being assessed and in line with this policy. Academics are responsible for ensuring that any recommendation is actively considered in the specific learning environment, that adjustments align with the learning outcomes and competency standards of their modules and programmes, and that they are tailored accordingly.

12.2 Student Inclusion Support Team

The role of the Student Inclusion Support Team is to help identify and coordinate a student's support needs. With the student's consent, Disability Advisers may recommend that academic departments make reasonable adjustments based on available documentation and/or observable need.

12.3 Resolving disagreement about competence standards

Where an academic considers that a proposed adjustment may compromise the learning outcomes or competence standards of a module or programme, the request must not be declined unilaterally. The academic must identify the specific published learning outcome or competence standard considered to be at risk and provide a clear written rationale explaining why the proposed adjustment would undermine it. The academic should consult the Student Inclusion Support Team and the Programme Leader, and, where relevant, any PSRB requirements to explore whether an alternative assessment method could enable the student to demonstrate the same outcomes without disadvantage.

If agreement cannot be reached at programme level, the matter must be referred to the VDE and the APVC-QA for review and final determination. Any decision to refuse must explicitly reference the relevant learning outcomes or competence standards, demonstrate that alternatives were considered, and confirm that the decision is proportionate and consistent with the Equality Act 2010. The outcome must be communicated to the student in writing, in clear and accessible language, including information about the available appeal routes and further support.

12.4 Assessment and Curriculum Office (ACO)

The ACO is responsible for the practical implementation and necessary administrative recording of an agreed adjustment. This includes putting in place the arrangements required for the student to access and submit the assessment, creating or amending the relevant assessment flow where required, and adjusting marks in SITS where necessary. Administrative records must be maintained in a manner that preserves student confidentiality and does not ordinarily result in an individual student's reasonable adjustment appearing in Board of Examiners paperwork. The ACO is not the first point of contact for students and does not carry out student facing communication about adjustments.

13. Escalation: urgent or imminent assessments

If staff fail to implement a reasonable adjustment and an assessment is imminent, or if there is disagreement about whether an adjustment is required, the case must be escalated immediately to the Associate Director, Student Support Services (or nominee). Either staff or students may trigger an escalation. Escalation should ensure that no student is assessed without due consideration of reasonable adjustment needs where indicators of disability or disadvantage are present; where necessary, a temporary adjustment should be put in place while the case is reviewed.

Where concerns relate to risk, distress or wellbeing, staff must also follow the University's Safeguarding Children and Vulnerable People Policy and the established wellbeing escalation procedures operated by the Student Support and Welfare Team.

Where an arrangement fails at the point of assessment. Where an agreed adjustment is not in place when the assessment takes place, for example, the student cannot access the assessment or the correct submission point, agreed timing has not been configured, or a technical problem prevents submission, the member of staff who becomes aware must act immediately to protect the student from disadvantage: recording the issue and when it occurred, seeking to resolve it at once, informing the Student Inclusion Support Team and the Assessment and Curriculum Office, preserving any relevant technical or administrative evidence, and advising the student of the exceptional-circumstances process where appropriate. Where the assessment outcome may have been affected, the case must be escalated as set out above.

14. Implementation and recording

Once a reasonable adjustment has been agreed, the following steps apply:

1. the academic staff submits the completed form to the Student Inclusion Support Team with a copy submitted to the ACO for processing;
2. the Student Inclusion Support Team notifies the student of the agreed adjustment and confirms how it will be implemented, copying in the Personal Tutor and the Programme Leader or Module Leader;
3. the ACO implements the agreed adjustment as part of the relevant assessment flow arrangements wherever practicable. This may include deactivating the student from an existing flow, creating or amending a flow, adding the student to the appropriate flow, applying any agreed timing and ensuring that the correct submission point is available.
4. Once the mark is available, the ACO adjusts the mark in SITS where necessary to reflect any alternative assessment arrangements.

Reasonable adjustments that have been approved and implemented successfully will not normally be identified at individual student level in Board of Examiners paperwork or discussion. At the start of the Board of Examiners meeting, the Programme Leader will provide general assurance that reasonable adjustments have been implemented appropriately for relevant students and that, to the best of their knowledge, no student has been disadvantaged by a failure to implement an agreed adjustment. An individual case should be brought to the attention of the Board only where an implementation failure may have affected the student's assessment outcome and consideration through the exceptional circumstances process or other action by the Board is required. Any information disclosed in such circumstances must be limited to that necessary for the Board to discharge its responsibilities

Before the assessment takes place, the ACO confirms that the agreed technical arrangements have been applied and that the student can access the assessment and the correct submission point. Where an approved adjustment is received after the relevant assessment flow has been established, or sufficiently close to the assessment deadline that it cannot reasonably be reconfigured in time, the ACO

must notify the Programme Leader and Student Inclusion Support Team immediately so that an alternative arrangement can be agreed in accordance with Section 8.2.

Where a request is appropriate but not possible (for example, because of a competence standard that must be met in a specific way), the member of staff who completed the Form sends it to the ACO for recording, and the Student Inclusion Support Team notifies the student of the outcome, copying in the Personal Tutor for any further support, clearly explaining the reasons and outlining any alternative support available.

Reasonable adjustments should be kept under review in discussion with the student. Staff should encourage students to report any difficulties or changes in their needs and should update the adjustment and associated records where further or different support is required. Where a temporary adjustment is made on the basis of observable need or staff concern, the decision and rationale must be recorded securely on the student's record in accordance with the University's data protection and records management requirements, and the student, Programme Leader and Student Inclusion Support Team must be notified in writing. The record must not ordinarily appear in Board of Examiners paperwork, ensuring transparency and confidentiality.

Reasonable adjustments may be made even where a student has not yet engaged with the Student Inclusion Support Service, where there is an urgent or severe need, or where the student's circumstances clearly indicate a potential disability. Such cases must be documented, with a follow-up referral to the Student Inclusion Support Team to ensure ongoing support. Guidance on this process is available from wiseflowhelp@brunel.ac.uk.

15. Records, monitoring and training

All Reasonable Adjustment Approval Forms, whether approved or rejected, must be kept securely and confidentially by the Student Inclusion Support Office, and be available if required for audit, assurance or appeals.

Aggregated data on adjustments (type, frequency and outcomes) should be monitored annually to identify patterns, gaps and opportunities for more inclusive assessment design, and to inform the University's wider equality-of-opportunity work, including commitments made to the Office for Students. A sample of decisions, including refusals, will be reviewed annually through the University's existing quality-assurance mechanisms, such as Annual Monitoring and Evaluation, to ensure consistency of practice. This is monitored by a panel of the APP Committee, led by the Associate PVC (Quality Assurance).

Staff involved in making decisions on adjustments must complete the University's required equity training and engage with any additional briefing or guidance provided on competence standards and inclusive assessment. Training and guidance for academic and professional staff involved in assessment and student support cover:

- recognising indicators of a disability or long-term condition that may affect assessment;
- how and when to raise concerns supportively with students;
- referral pathways to the Student Inclusion Support Team or equivalent;
- confidentiality, data protection and consent in the context of suspected needs; and

- interim reasonable adjustments and escalation where necessary.

16. Appeals

A student who feels that their reasonable adjustment request has not been fairly considered may appeal through the University's established appeals process, citing relevant factors such as their Support Profile, any external recommendations and this policy. Appeals and complaints relating to reasonable adjustments will be considered under the University's established procedures, which are designed to be accessible, fair and timely, in line with the principles of the OIA Good Practice Framework.

If, after completing the University's appeals and complaints procedures, a student remains dissatisfied, they may be able to refer their case to the Office of the Independent Adjudicator for Higher Education (OIA) within the timescale published by the OIA. Information about this route is provided with the University's Completion of Procedures letter and on the University website.

This policy should be read in conjunction with the [Guidance on adjustments and inclusive approaches for teaching and learning](#).

Appendix A — Reasonable Adjustment Approval Form

The Reasonable Adjustment Approval Form is reproduced below. This form will be shared with the student. Completed form should be submitted to Student Inclusion Support Team via wellbeing@brunel.ac.uk

REASONABLE ADJUSTMENT DETAILS

1 STUDENT DETAILS	
Student Name:	
Student Number:	

2 ASSESSMENT DETAILS	
Module Name	
Module Code	
Assessment number and descriptor (see module outline)	

3 REASONABLE ADJUSTMENT TO BE MADE (if an adjustment cannot be made, please complete Part 4 of this form)
Please state below how the assessment will be reasonably adjusted to take account of the student's Support Profile and: • remove any potential disadvantage; • allow them to meet module learning outcomes; and/or • allow them to meet a competence standard

Appendix B — Flow diagram

