

Disability Discrimination Act and Learning Difficulties Policy

Version Control			
Version	Author	Date	Changes
1.01	Quay Huong Tran ¹	23 rd May 2022	Included a version control table

¹ This date is only indicative, and the said policy may be reviewed before due to changes in the macro and/or micro environment.

Disability Discrimination Act and Learning Difficulties Policy

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Disability Discrimination Act and Learning Difficulties Policy

1 Scope of the policy

This policy covers the principles of course management and administrative procedures offered at Bliss College (BC), ensuring that the welfare and general interest of learners are prioritised.

2 Purpose of the policy

The purpose of this policy is to implement BC's commitment to develop a learning environment where all applicants and learners are given the opportunity to demonstrate and realise their full potential. It aims to create and embed a culture of support and equal opportunities for learners with learning difficulties and disabilities.

3 Location of the policy

You can obtain of this policy by ringing our administration team on 02085144977.

4 Communication of the policy

It is important that both Centre personnel involved in the management, assessment, and quality assurance of all programs on offer, are fully aware of the contents of the policy. Management will assume the responsibility for communicating all updates to this policy to all stakeholders affected by it.

5 Review of the policy

This policy will be reviewed on an annual basis and revised where necessary based on feedback from stakeholders, external agencies, and regulatory authorities. The review of the policy will ensure that procedures continue to be consistent with the regulatory criteria and are applied properly and fairly in arriving at judgments.

6 Policy Objectives:

This policy is adopted to ensure that learners of all abilities are given equal and fair treatment. As such, its aims are to:

- a. *provide fair and equal treatment of all learners.*
- b. *comply with DDA legislation.*
- c. *comply with the QAA's Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.*

7 Policy Statement

Bliss College² will ensure that:

1. *In all policies, procedures, and activities, including planning and resource allocation, consideration is given to enabling disabled learners' participation in all aspects of the academic and social life of the Centre.*
2. *Disabled learners have access to the physical environment in which they study and are able to take part in the social life of the Centre.*
3. *Facilities and equipment are as accessible as possible to disabled learners.*

² adapted from QAA's Code of Practice for the Assurance of Academic Quality and Standards in Higher Education

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Responsibility: Quay Tran	Approved by: Management	To be reviewed: May 2023

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4. *The college's publicity, programme details and general information is accessible to people with disabilities and describe the opportunities for disabled learners to participate.*
5. *Equitable consideration will be given to all applicants when selecting learners.*
6. *Disabled applicants' support needs are identified and assessed in an effective and timely way, considering the applicant's views.*
7. *The arrangements for enrolment, registration and induction of new learners accommodates the needs of disabled learners*
8. *Program specifications include no unnecessary barriers to access by disabled people.*
9. *Academic support services and guidance are accessible and appropriate to the needs of disabled learners.*
10. *The delivery of programs considers the needs of disabled people or, where appropriate, be adapted to accommodate their individual requirements.*
11. *Wherever possible, disabled learners have access to academic and vocational placements, including field trips.*
12. *Assessment and examination policies, practices and procedures provide disabled learners with the same opportunity as their peers in order to demonstrate the achievement of learning outcomes.*
13. *Where studying is interrupted as a direct result of a disability related cause, this does not unjustifiably impede a learner's subsequent academic progress.*
14. *Induction and other relevant training programs for staff includes disability awareness/equality and training in specific services and support.*
15. *learners with disabilities have access to the full range of support services that are available to their non-disabled peers.*
16. *There is a designated member of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and learners, and to the staff who work with them.*
17. *It identifies and seeks to meet the particular needs of individual disabled learners.*
18. *Staff receive information about the particular needs of disabled learners in a clear and timely way.*
19. *It has a clearly defined policy on the confidentiality and disclosure of information relating to a persons' disabilities that is communicated to applicants, learners, and staff.*
20. *Information about all complaints and appeals policies and procedures is available in accessible formats and communicated to learners.*
21. *It has procedures to deal with complaints arising directly or indirectly from a learners' disability.*
22. *The Centre's academic management information system monitors the applications, admissions, academic progress and nature of impairment of disabled learners.*
23. *The Academic Board monitors the effectiveness of provision for learners with disabilities, evaluates learners' progress and identifies opportunities for improvement.*

8 Procedures

1. *Learners with learning difficulties or disabilities (LDD) disclose their LDD during any of the following processes: application, admission, enrolment, and on-program.*
2. *When a learner discloses LDD, a consultation meeting will be arranged between the designated member of staff and the learner to discuss the learners' requirements.*

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3. *Where appropriate and practical, reasonable adjustments and adaptations will be made to the physical environment, learning activities/resources, assessments, field trips and work placements.*
4. *Adjustments and adaptations could include, (but are not limited to).*
 - *extra time for assessments.*
 - *different forms of assessment.*
 - *large print learning materials.*
 - *use of audio recording of lectures/classes.*
 - *adjustments to the physical environment, (e.g., always ensuring a learner's classes are on the ground floor).*
5. *When a learner has disclosed LDD, the designated person informs all academic staff and Administration the nature of a learner's LDD and the agreed support arrangements. Staff will also be informed about any adaptations that may be required by them.*
6. *The effectiveness of any support will be reviewed and evaluated by the learner and the designated person together, at least three times a year.*
7. *The Academic Board monitors, reviews, evaluates and improves provision for learners with LDD. Provision for learners with LDD is a standing agenda item for the Board of Studies.*
8. *The Academic Board reviews and evaluates this policy annually or as when deemed appropriate.*

End.
