



Disability Equality Policy 2017

Medipathways College is committed to Disability Equality in the spirit of the Disability Discrimination Act 2006 (DDA) and the Equality Act 2010.

Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

Our Aims and Objectives for Disability Equality

Our objective is to reduce and eliminate barriers to accessing the curriculum and to full participation of staff and students in the college community.

We aim to promote equality of opportunity between Disabled People and non-Disabled People; eliminate discrimination that is unlawful under the Disability Discrimination Act; to take steps to meet disabled people's needs and to ensure that they are not put at a disadvantage; to ensure that disabled people are not discriminated against in the admissions process; and to make reasonable adjustments to academic arrangements.

Accessibility for Disabled Pupils

Lectures and tutorials take place at 11-13 Mandeville Place and practicals take place at London Metropolitan University. In both premises, there is full wheelchair access available with lifts servicing all floors.

In the case of enrolling a student with a visual or hearing or any other impairment, we would take all reasonable steps to ensure that they would not be placed at a disadvantage and received the support necessary for successful completion of their programme.

Process for Protecting Interests of Students with Disabilities and Learning Difficulties

1. We take all reasonable steps to ensure that the College is aware of any disabilities of both prospective and enrolled students.
2. Disabilities will in some cases be physical impairments (hearing, vision, mobility, and so on) that the College can accommodate by making reasonable adjustments to the learning environment. In many cases, the student with disabilities will have a specific learning difficulty such as dyslexia or dyspraxia that requires adaptations of teaching, learning and assessment arrangements especially at times of stress that interfere the student's habitual strategies for managing their impairment. In all cases, the College will assess whether adjustments can help the student meet the learning outcomes of the course.
3. When students apply to Medipathways directly, they are requested to indicate any disabilities and to provide details.
4. The same information is requested on UCAS application forms.
5. In both cases, students are advised by the College on the provisions available to ensure that they can successfully complete our course.
6. At enrolment, students complete a medical form which includes a separate question about specific learning difficulties.
7. Students are encouraged by the student handbooks to inform Registry of any requirements and that the College will make reasonable provision to assist them. The Welfare Officer will also give them information on how they might seek specialist advice.
8. Reasonable allowances for assessments will be made to ensure parity of assessment for all. Examples of allowances include deadline alteration, additional time in exams, and alternative formats for study materials and assessment tasks depending on the nature of the disability.
9. The Academic Appeals process will accommodate any student disabilities through reasonable adjustments in procedures.
10. The College is aware that students with learning difficulties or other disabilities might not inform us of their status and that their academic performance may suffer accordingly. Therefore, academic staff are instructed to be aware of signs that this may be the case, and share their concerns, in confidence, with the DTL and Course leader. Staff might become aware of a potential learning disability through student performance in class, personal tutorials and assignments.
11. The DTL, Course leader or Personal Tutor will then discuss these concerns with the student to establish the extent of the problem and, in conjunction with the Welfare Officer, offer advice on external sources of diagnosis or study assistance. The Welfare Officer will compile a report which will only be shared with other parties with the consent of the student.
12. When the student has dyslexia, the DTL will advise staff on the reasonable adjustments that can be considered; these might range from plain-text provision of slides to permitting recordings or extension of deadlines, depending on the nature of the case. The University of Southampton guidance note *Supporting dyslexic students on practice placements* contains useful advice for both students and tutors.
13. Test centres may allow extra time for components of medical school entrance exams for students with physical and learning impairments. Students will be advised on their entitlements as the need arises.

14. Disability is not by itself an obstacle to a medical career. Students with disabilities who intend to apply for medical school will be advised of the General Medical Council document 'Professional Behaviour and Fitness to Practise (2017) and invited to consider the extent to which its provisions are compatible with their own disability. See <http://www.gmc-uk.org/education/undergraduate/29224.asp>. This is in line with the published advice of medical schools, for example the University of Dundee.

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