Reasonable Adjustments Policy

Adjustments and special consideration for learners

Document code	BU-POL-RAD-01	**Version**	2.0
Effective date	17 November 2026	**Next review**	17 November 2027
Document owner	Admissions Office	**Approved by**	Dean, Berkshire University
Status	Approved for use	**Applies to**	All learners, staff, agents and contractors

1. Purpose and scope

Berkshire University wants every learner to be able to show what they know and can do. We make reasonable adjustments for learners with disabilities, long-term conditions and other needs, and give special consideration for temporary circumstances. This policy applies to all programmes, teaching and assessment, online and in person.

2. Legal framework

We aim to meet the standards of the disability and equality laws that apply to us and to our learners, including, where they apply, the UK Equality Act 2010 and US federal and state disability laws. We follow whichever is more favourable to the learner.

Jurisdiction and interpretation

Berkshire University is a United States institution (Colorado) that delivers online education to learners in many countries. This document applies to every learner wherever they live. Where it refers to UK or EU law, that law is the standard we follow as good practice; it does not claim UK registration, UK regulatory status or UK degree-awarding powers. Where the law of a learner's country gives stronger rights, those rights prevail.

3. Roles

Role	Responsibility in this document
Dean	Accountable officer for this policy. Approves it, decides final-stage cases that the Dean was not involved in, and holds any role below that has not yet been separately assigned.
Admissions Office	First contact for enquiries and enrolment; owns marketing consent and the claims register for marketing.
Academic Quality Lead	Oversees assessment standards, internal verification, course review and learner feedback. Appointed by the Dean (the Dean acts until an appointment is made).
Complaints and Appeals Officer	Receives, logs and allocates complaints and appeals, and tracks deadlines. Must not have been involved in the matter. Appointed by the Dean (a member of the Registrar's Office may act).

4. Who is covered

Learners who have a physical or mental impairment, a long-term health condition, a learning difference such as dyslexia, or a neurodivergent profile, and learners who have a temporary condition such as injury, illness, pregnancy-related need or a significant life event.

5. Examples of adjustments

- extra time, rest breaks and flexible scheduling or deadlines;
- alternative formats: accessible documents, large print, screen-reader compatible files, captions and transcripts;
- alternative ways to respond, for example spoken instead of written;
- assistive technology; a reader, scribe or support worker;
- a sign language interpreter in the relevant sign language (for example BSL or ASL);

- a choice of time and a quiet setting for online assessments, and changes to supervision arrangements.

6. How to ask

- Ask the Admissions Office at info@berkshireunv.us, or tell any member of staff. A learner does not need to use a form or explain their medical history in detail.
- **We prefer to hear early**, ideally when you enrol and at least 10 working days before an assessment, so we can plan. This is a preference, not a condition. **We will consider a request at any time**, including after enrolment and close to an assessment.
- Where it is reasonable, we may ask for supporting evidence. We do not require costly or invasive evidence, and we can put an interim adjustment in place while evidence is gathered.

7. Decisions

- We decide within **10 working days**, or within **3 working days** where an assessment is due within 7 days.
- The decision is in writing, with reasons and the exact adjustments agreed, and is recorded so staff apply it consistently.
- We do not charge learners for adjustments we provide.
- Adjustments are reviewed when the learner's circumstances or programme change.

8. Competence standards and professional requirements

An adjustment changes how a learner shows an outcome, not the outcome itself. We will consider alternative ways to demonstrate any required competence. Where a programme leads to a licence or professional practice, or where safety is involved, we explain which requirements cannot change and consult the relevant body if needed. We do not refuse an adjustment only because an assessment is practical or professional.

9. Special consideration

A learner may ask for special consideration for temporary circumstances, such as illness, injury, bereavement or a technical failure, that affected an assessment. Ask as soon as possible and normally within 10 working days after the assessment; later requests are considered with good reason. Outcomes include an extension, a deferral, a resit without penalty, or other fair action. It does not apply where the evidence shows the learner was unaffected.

10. Confidentiality

Information about a learner's needs is shared only with the people who need it to put the adjustment in place. Health information is special category data and is protected under the Data Protection Policy.

11. Disagreements and monitoring

A learner who disagrees with a decision may appeal under the Appeals Policy. The Academic Quality Lead reports to the Dean each year on the number, type, timeliness and outcome of requests, and uses the findings to improve accessibility and train staff.

12. Related documents

Equal Opportunities Learners Charter · Appeals Policy · Complaints Policy · Data Protection Policy · Malpractice Policy.

13. Approval and review

This document was approved by the Dean of Berkshire University. It is reviewed at least once a year, and sooner if the law, our accreditation context or a serious incident requires it. The Academic Quality Lead keeps the change log.

Name	Mohammed Khalaf
Position	Dean, Berkshire University

Date	17 November 2026
Signature	
Next review date	17 November 2027

Change log: Version 2.0, 17 November 2026. Full revision following an external governance review (jurisdiction statement, unified roles, fair timelines, online-learning provisions, document control).