

# Continuing Professional Development Disabled Students Policy

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# Continuing Professional Development

## Disabled Students Policy

### 1 Introduction

The Tavistock and Portman NHS Foundation Trust (The Trust) is committed to being inclusive and accessible to all students in all aspects of the academic and social life of the Trust. Therefore, all disabled students will be treated fairly and equitably.

### 2 Purpose

This policy articulates the Trust's Education and Training commitment for ensuring students with disabilities receive a positive learning experience, and are supported to achieve their learning objectives, throughout the duration of their study with the Trust.

This policy is also intended to meet our obligations under the Equality Act 2010 and to ensure we provide a safe, effective and inclusive learning environment for all students studying at the Trust.

### 3 Scope

This policy applies to all students on CPD and short courses, as well as conferences and other events organised by the Continuing Education and Development Unit (CEDU). This policy will be followed

by all members of professional and academic staff who deliver CPD and short courses with the Trust at any site of delivery.

For all other training offered by the Directorate for Education and Training (DET) please see the Trust's Disabled Students Policy, [as available on the Trust website](#).

If a student chooses not to declare a disability or specific learning difficulty, this may limit the support that could otherwise be provided.

## 4 Definitions

**The Trust:** The Tavistock and Portman NHS Foundation Trust, including all satellite centres.

**Disability:** The Trust adopts the definition of disability from the Equality Act 2010: "A physical or mental impairment...that has a 'substantial' and 'long-term' negative effect on one's ability to do normal daily activities". (Anon., 2010 c.15)

**Mental health conditions:** Such as bipolar disorder, depression, and obsessive-compulsive disorder is included as a disability for the purposes of this policy.

**Long-term health condition:** Such as heart or lung conditions is included as a disability for the purposes of this policy.

**Fluctuating conditions:** The Trust recognises that physical or mental health conditions may be fluctuating in nature. Students are urged to make us aware, should their condition and support needs change after reasonable adjustments have been agreed.

**Specific Learning Difficulty (SpLD):** Any Assessed Learning Difficulty such as Dyslexia or Dyspraxia is included as a disability for the purposes of this policy.

**Student:** Anyone attending any Trust CPD and short courses, as well as conferences and other events organised by the Continuing Education and Development Unit (CEDU).

## 5 Policy Statements

This section sets out the Trust's commitments and expectations. It comprises the following headings:

- 5.1 [Inclusivity](#)
- 5.2 [Equality in Academic Practice](#)
- 5.3 [Technology Enhanced Learning](#)
- 5.4 [Recruitment of students with Disabilities](#)
- 5.5 [Declaration of Disabilities](#)
- 5.6 [Confidentiality](#)
- 5.7 [Communication](#)
- 5.8 [Responsiveness to the Changing Environment](#)
- 5.9 [Student Responsibilities](#)
- 5.10 [Physical Environment](#)
- 5.11 [Library and Learning Resources](#)

## 5.12 [Providing reasonable adjustments for students with disabilities](#)

### **5.1 Inclusivity**

We embrace diversity, and work to make our services and training as accessible and inclusive as possible. We recognise the value of lived experience and understand that disabled people have a valuable contribution to make to the mental health and wellbeing of others.

### **5.2 Equality in academic practice**

Wherever possible, staff must ensure that individual students are not singled out or brought to the attention of others in meeting their needs. Course teams will implement 'inclusive learning' wherever possible. This benefits all delegates and not just those with disabilities or learning difficulties and avoids singling out individuals wherever possible.

### **5.3 Technology Enhanced Learning**

Our Technology Enhanced Learning platforms are fully compliant with accessibility technologies such as screen readers and resizing/colour scheme changes. Videos are accompanied by subtitles and/or a transcript. Staff are encouraged to upload non-fixed slides and documents (i.e. not PDFs).

### **5.4 Recruitment of students with disabilities**

The Trust is committed to an inclusive recruitment policy and to working with students and potential students to ensure

accessibility for all its courses and training provision through the steps outline in this policy and procedure. Applications are welcomed from all regardless of disability.

### **5.5 Declaration of Disabilities**

The Trust is committed to providing opportunities and clear processes for declaring disabilities. The Trust invites students to declare any reasonable adjustments necessary to access the course or event as part of the application process. Where appropriate students are also invited to discuss their needs prior to booking by contacting [CPDEvents@Tavi-Port.ac.uk](mailto:CPDEvents@Tavi-Port.ac.uk) .

Where the Trust is not informed of a disability and/or adjustment required using the standard procedure, this will likely affect the Trust's ability to provide reasonable adjustments and support.

If a student declares a disability but states that they do not want or need any reasonable adjustments, or no reasonable adjustments are judged necessary at that point in time, a record will be kept.

### **5.6 Confidentiality**

The Trust will protect students' rights to privacy and confidentiality. Information relating to a student's disability will be shared with staff on a need-to-know basis, and with the student's prior consent.



Where staff are required to make adjustments to support disabled students, the minimum information about the disability will be shared to allow this to happen.

Anonymised data about declared disabilities may be analysed and shared for quality assurance and equality, fairness and inclusion purposes.

See [‘student responsibilities’](#) for information regarding the recording of lectures/seminars or other teaching sessions.

### **5.7 Communication**

All written communication with students will be primarily electronic to enable the use of assistive software. Wherever possible, enquiries to the [CPDEvents@tavi-port.ac.uk](mailto:CPDEvents@tavi-port.ac.uk) email address will be responded to within 5 working days. A full response may not be possible within that timeframe, but an initial acknowledgement and an expected timeframe for a full response should be provided within the five-day turnaround time.

### **5.8 Responsiveness to changing environment**

The Trust will review this policy and procedure annually to ensure good practice and compliance with regulatory changes.

### **5.9 Student responsibilities**

Students are responsible for ensuring they have declared any disabilities that may require adjustments to be made, either as

part of the application process or by email to [CPDEvents@taviport.ac.uk](mailto:CPDEvents@taviport.ac.uk).

If a student is given permission to record lectures, seminars, or other teaching sessions, these must be handled appropriately and according to relevant data protection legislation. The student will be required to sign a form to agree to ensuring that the recordings are for personal use and will not be shared, distributed or watched/listened to in a public space. It is a requirement to use equipment that encrypts the data as standard.

#### **5.10 Physical Environment**

Reasonable adjustments will be made to buildings and facilities, where possible and according to the needs identified in discussion with disabled students.

Accessibility of new or refurbished sites of delivery will be assessed at the time of initial approval and during periodic reviews.

#### **5.11 Library and Learning Resources**

The Library provides equitable access to resources and a range of services for users wherever possible. Details of library services for students with disabilities are available on the [Disabled Users' page on the library website](#).

## **5.12 Providing reasonable adjustments for students with disabilities**

The Trust will provide adjustments which are reasonable in terms of cost and impact on others to enable a disabled student to succeed in their course. Adjustments will be made in agreement with the Trust and the student in the Statement of Reasonable Adjustments (SoRA –CPD) form

Reasonable adjustments may include (where possible), but not be limited to:

- Putting in place a PEEP (Personal Emergency Evacuation Plan) where this is necessary;
- Library support where required (see ‘Library and Learning Resources’ above);
- Access requirements (e.g. scheduling classes on the ground floor), where possible;
- Providing space to store equipment such as specialist chairs or bags;
- Allowing lectures or seminars to be recorded (see student responsibilities below);
- Providing lecture notes or hand-outs prior to lectures;
- Providing hand-outs electronically (or in hard copy on a coloured background where appropriate).

Where the Trust is unable to make the necessary adjustments to enable a student or applicant to study with the Trust, or where the

student has requested specific adjustments which the Trust cannot meet, then they will be notified in writing together with the rationale for this decision. Alternative arrangements may be suggested in these circumstances.

## 6 Duties and responsibilities

This section describes the duties and responsibilities of staff members and students. It comprises the following sections:

- 6.1 [Director of Education and Training](#)
- 6.2 [Student Disabilities Lead \(SDL\)](#)
- 6.3 [CEDU Operations Manager](#)
- 6.4 [Disability Support Librarian](#)
- 6.5 [Student Equalities Lead](#)
- 6.6 [Course Leads](#)
- 6.7 [Portfolio Managers](#)
- 6.8 [All Trust Staff](#)
- 6.10 [Students](#)

The Trust ensures that there is a designated member (or members) of staff to provide advice to students who declare a disability, and to staff who are working with a student with disabilities.

### **6.1 Director of Education and Training**

Has overall responsibility for ensuring all staff within DET, and across the Trust, comply with this policy.

## **6.2 Student Disabilities Lead (SDL)**

Has responsibility for keeping policies, procedures, guidance and web pages relating to disabilities up to date. They will also be responsible for:

- keeping up to date with policy changes within Government and the Sector;
- providing training, guidance and advice to staff;
- liaising with other Units within DET to ensure consistency and adherence to this Policy and the Standard Operating Procedures for Disabled Students.

The SDL will report on compliance monitoring to Academic Governance and Quality Assurance Committee, Education and Training Committee, and any other appropriate committee or body.

## **6.3 CEDU Operations Manager**

Has responsibility for:

- This policy and associated procedures;
- Oversight of reasonable adjustments to be put in place by the administrator for the course or event;
- Ensuring queries raised by students regarding disabilities are responded to. If these are received via email to the CPDEvents mailbox to ensure that an initial response is provided within the 5-day service level agreement.

### **6.5 Student Equalities Lead**

Has responsibility for promoting and supporting equality, diversity and inclusion across the Directorate of Education and Training.

### **6.6 Course Leads**

Course Leads have a responsibility for ensuring their tutors are conversant with issues relating to disability, such as inclusive curriculum and learning. They also have a responsibility for liaising with the CEDU Operations Manager and Course Administrators where issues relating to disabilities arise and where reasonable adjustments are being considered.

They are responsible for putting in place any academic reasonable adjustments agreed, which are pertinent to the course. Where a student has been given permission to record lectures, seminars and other sessions, it is the Course Lead's responsibility to ensure that recordings are made and other students are made aware of the recording, where possible without identifying the student who requires the recording.

### **6.7 Portfolio Managers**

Have a responsibility for ensuring their Course Leads are conversant with this policy, and the Procedure Statements

### **6.9 Students**

Students must abide by the 'student responsibilities' described in Section 5.9 of this document).

## 7 Procedure Statements

The *CEDU Standard Operating Procedure for Disabled Students* must be followed by all staff members in conjunction with this document.

## 8 Training Requirements

Continuing Professional Development (CPD) training will be provided to academic and DET professional staff on this disability policy and associated Standard Operating Procedure for Disabled Students at least once per year.

All Trust clinical and administrative staff complete regular training on the Data Protection Act and the Freedom of Information Act.

As part of new staff induction, staff with a relevant role will be provided with training on this policy and procedure.

## 9 References

Anon., 2010 c.15. *Equality Act 2010*. [Online]

Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Anon., 2010. *Definition of Disability Under the Equality Act 2010*. [Online]

Available at: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Anon., 2018. *Data Protection Act*. [Online]

Available at:

[http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted?\\_ga=2.179033447.215911605.1566977866-84767065.1547457692](http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted?_ga=2.179033447.215911605.1566977866-84767065.1547457692)

Anon., n.d. *Information for Partners*. [Online]

Available at: <https://www.essex.ac.uk/information/university-partnerships/information-for-partners>

Anon., n.d. *Plain English Campaign*. [Online]  
Available at: <http://www.plainenglish.co.uk/>

Anon., n.d. *Supporting an Inclusive Learner Experience in Higher Education*. [Online]  
Available at: <https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education>

Thomas, L. & May, H., 01/09/2010. *Inclusive learning and teaching*, London: Advance HE (Formerly Higher Education Academy).

## 10 Associated documents<sup>1</sup>

- CEDU Statement of Reasonable Adjustments (CEDU – SoRA) (Annexe 1)
- Student Personal Recording Agreement (SPRA) (Annexe 2)
- Personal Emergency Evacuation Plan Template (Annexe 3)
- [DET Disabled Students Procedure](#)
- NHS Data protection policy: <https://www.england.nhs.uk/wp-content/uploads/2019/10/data-protection-policy-v5.1.pdf>
- Tavistock and Portman Library Website:  
<https://library.tavistockandportman.ac.uk/disabled-users/>

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<sup>1</sup> For the current version of Trust procedures, please refer to the intranet. If no internet link is given these documents are available on request. Please contact [CPDEvents@tavi-port.ac.uk](mailto:CPDEvents@tavi-port.ac.uk)



## Appendix A: Equality Analysis

Completed by	Tim Mills
Position	Operations Manager, CEDU
Date	11/5/21

The following questions determine whether analysis is needed	Yes	No
Is it likely to affect people with particular protected characteristics differently?	Y	
Is it a major policy, significantly affecting how Trust services are delivered?		N
Will the policy have a significant effect on how partner organisations operate in terms of equality?		N
Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?	Y	
Does the policy relate to an area with known inequalities?	Y	
Does the policy relate to any equality objectives that have been set by the Trust?	Y	

If the answer to *all* of these questions was no, then the assessment is complete.

If the answer to *any* of the questions was yes, then undertake the following analysis:

	Yes	No	Comment
Do policy outcomes and service take-up differ between people with different protected characteristics?		✓	
What are the key findings of any engagement you have undertaken?			Students have been engaged with the writing of the associated DET policy.  Students have requested clarity and ease of access to information. This has been reflected in this updated policy.
If there is a greater effect on one group, is that consistent with the policy aims?	✓		This is specifically written for disabled students and therefore will have a greater effect on this group.
If the policy has negative effects on people sharing particular characteristics, what steps can be taken to mitigate these effects?			Our policy encourages equity of service provision.

Will the policy deliver practical benefits for certain groups?	✓		Reasonable adjustments will be applied to disabled students on a case-by-case basis.
Does the policy miss opportunities to advance equality of opportunity and foster good relations?		✓	Not as far as we know. The policy will be reviewed annually to encompass best practice.
Do other policies need to change to enable this policy to be effective?		✓	
Additional comments			

If one or more answers are yes, then the policy may unlawful under the Equality Act 2010 –seek advice from Human Resources.