



Disability Policy

Statement

The University of Greenwich recognises that students with disabilities are an integral part of the academic community. We are committed to promoting full participation for students with disabilities in all aspects of the academic and social life of the University of Greenwich.

This policy is based on the [QAA Code of Practice for the Assurance of Academic Quality and Standards in HE, Section 3, Students with Disabilities \(2010\)](#) and the legal framework is the 2010 [Single Equality Act, Section 6, Disability](#)

1. Environment/physical access

The university is committed to ensuring good physical access to all buildings. We are a multi-site university with premises that vary considerably in age and accessibility. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.

We are committed to providing access to all facilities and support services. We work with the national organisation, [DisabledGo](#), to provide clear up-to-date on-line information about access to all university rooms, including library, student's union, teaching rooms, gyms, cafes etc. on all campuses.

2. Information for applicants, students and staff

All information for applicants, students and staff will be available in accessible formats with sufficient time to allow for modification into alternative formats, where necessary and by request.

3. Recruitment and Admissions

In selecting students, we will ensure equitable consideration of all applicants.

We will enable students to disclose and discuss their support needs, offer them a professional assessment of their study support requirements and seek to meet those requirements within a reasonable period of time. To facilitate this process, potential students who apply through UCAS, or directly, are asked to indicate their disability on their application and outline any support needs. Where appropriate, applicants are encouraged to visit the campus where they will study to satisfy themselves that their needs can be met. This is particularly important when students are engaged on courses involving field trips, laboratory activities, etc. and to meet health and safety requirements including evacuation procedures.



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Students called to interview will be made aware of the procedures for advising the University of any access needs and for requesting reasonable adjustments in the interview/selection process.

All applicants are considered equally on the basis of the academic requirements of the course and the university's Admissions Policy outlines the responsibilities of key staff throughout the admissions process.

Deferrals

Where it is not possible to make reasonable adjustments before the start of a course, the university will advise the student to defer taking up a place until any issues can be resolved.

Withdrawal of an offer

In very exceptional circumstances it may be necessary to withdraw an offer of a place if, after due consideration, it has been concluded that no suitable adjustments can be made. Grounds on which an offer may be withdrawn are:

- There is a risk to health & safety. Certain conditions may pose a Health & Safety risk, particularly in laboratory settings, even where reasonable adjustments have been made.
- There is a need for specially adapted accommodation which cannot be met.
- There are physical access issues which cannot be resolved by making reasonable adjustments.
- The costs of providing support or making necessary adjustments would have a serious negative impact on the provision for other students.

4. Accommodation

The University of Greenwich aims to provide the best possible range and standard of accommodation to meet the needs of all our students, both in halls and rented accommodation. [Access guides are available](#) for all university accommodation.

5. Teaching & Learning

The university's Learning & Teaching Strategy has a key objective in "*attracting and retaining students and staff from a wide range of backgrounds and promoting equal opportunities for all*" and aims to "*develop approaches to learning and teaching that recognise and support the needs of a wide range of students, enabling them to participate and succeed, to reach their full potential.*" The university's E-Learning strategy encourages the use of technology to support a more inclusive approach to teaching and learning.



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Programme specifications are regularly reviewed to ensure they are inclusive, responsive to student needs and free of unnecessary barriers to access.

Programme delivery will take into account the needs of disabled students and be adapted to accommodate their individual requirements.

6. Support Services

All student support services, including the Student Centre one-stop-shops and the Employability Centres on each campus, are accessible to all students. Information resources are available in a range of accessible formats including on-line resources and telephone guidance/advice sessions.

A specialist Disability & Dyslexia service is available with dedicated professionals offering advice on funding for personal care, academic support and purchase of specialist equipment to meet individual study needs via the Disabled Students Allowances. They also offer a staff development programme providing training on disability awareness and good practice.

7. Examinations & Assessment

Assessment and examination policies, practices and procedures will provide students with disabilities appropriate opportunities equal to those of their peers to demonstrate the achievement of learning outcomes. These arrangements are provided as a reasonable adjustment.

Detailed Examination & Assessment Regulations for students with disabilities, specific learning difficulties and long-term medical conditions are available at:

<http://www.gre.ac.uk/students/regs/examinations>

http://www.gre.ac.uk/_data/assets/pdf_file/0008/388205/D-and-D-exam-regs-oct-09.pdf