# Reasonable Adjustments Page (RAP) – Information and Guidance for Schools

## What is a RAP?

Around two thirds of all disabled students who access services provided by the Disability Team will have a Recommended Adjustments Page (RAP). A RAP is a report which provides some information about the way in which a student's disclosed condition or impairment may impact on their studies. It also includes recommendations for reasonable adjustments to the delivery of teaching and assessments. A RAP may also provide some information about additional support or facilities which a student is using to overcome disability related barriers.

## Roles and responsibilities for the production, distribution and implementation of RAPs

### Disability Adviser

* To deliver appropriate and flexible services for disabled applicants and students to assist them to identify potential areas of difficulty in relation to programme content, structure and delivery; establishing support and solutions to overcome these. This may include provision of pre-entry information and guidance; providing advice on practical and financial arrangements, and carrying out Needs Assessments.
* Based on a sound knowledge of the relevant legislative framework, and an understanding of inclusive teaching practice, to explore with students the impact of disability on their studies, and make recommendations which constitute reasonable adjustments, and communicate these to relevant staff through the RAP process.
* To provide expertise and to develop and deliver formal training within GCU in specialist areas including disability and equality legislation; disability awareness and inclusive teaching and assessment practice.

### Academic Disability Coordinator (ADC)

* Named departmental member in relation to the distribution and accessing of RAPs. ADCs receive email alerts when new RAPs have been created, and have assisted in updating and advising colleagues on how to access RAPs when we have encountered technical difficulties with the Disability CRM.
* Key contact for the Disability Team, in relation to the distribution of guidance on accessible and inclusive teaching & assessment practice. Also to encourage colleagues to take up relevant training/guidance opportunities in inclusive teaching practice.
* Key contact for the Disability Team in relation to the exploration and agreement of reasonable adjustments in more complex cases (including where professional body requirements, placements, fitness to practice, field trips and specialist equipment/technology need to be considered). This may involve participation in meetings with a Disability Adviser and disabled students, along with other relevant colleagues such as Programme Leader or Module Leader.
* Participation in School Equality & Diversity Committees. ADCs are typically asked to provide departmental reports. ADCs, having access to the Disability CRM system can also provide statistical reports on numbers of students with RAPs by programme, level, nature of condition or impairment etc.
* Providing a departmental based contact for disabled students - e.g. to help resolve issues as they arise (such as recommended adjustments in RAP not being implemented), or for students who have not previously disclosed disability.

### Module Leader

* The module leader has responsibility for ensuring that they and all staff teaching on the module e.g. guest lecturers are aware of the content of all RAPs and that all reasonable adjustments are in place for each student.
* Should ensure they are familiar with the guidance on accessible and inclusive teaching & assessment practice as well as participating in relevant training/guidance opportunities in inclusive teaching practice.
* Seek support and guidance from the Disability Service if they have any issues or concerns.

### Examinations Office

The Examinations Office puts in place arrangements that are consistent with the adjustments recommended for individual disabled students by Disability Service. This may include the allocation of additional time, separate venues, venues restricted to students with additional exam arrangements, use of computer, scribes/readers, or any other reasonable adjustment agreed with the Academic School.

### A deadline will be published by the Examinations Office prior to each exam diet. Alternative exam arrangements are extracted from the CRM on the deadline date by the exams office. If details are not in place by the deadline it is the responsibility of the School to ensure arrangements are put in place. Cases where the deadline is not met will be considered by the academic school and Examinations Office on an individual basis. In such cases, a reasonable adjustment will be sought for the immediate exam diet, within the resources and timeframe available.

### In ensuring consistency for class assessments, students will be entitled to the same or comparable support arrangements which are in place for examinations in the formal diets of January, April/May and August (resits). It is the responsibility for Academic Schools to administer such arrangements for class assessments.

## Implementation and Monitoring

## The Disability Team will update Academic Disability Coordinators (ADCs) on the distribution of RAPs at key points in the academic year – such as in advance of when all continuing students’ RAPs are rolled over to the new academic year, and a high number of email alerts will be triggered.

* ADCs will encourage colleagues, as a matter of good practice, to regularly and pro-actively check for new RAPs for any modules on which they teach.
* ADCs will issue regular reminders to all colleagues, via email and at departmental meetings, on the importance of checking RAPs.
* The Disability Team has the facility to spot check who has accessed an individual student’s RAP, if and when required. However, this will be used only exceptionally e.g. in the investigation of a student complaint about a RAP not having been accessed.
* Students are asked in the annual Disability Service Evaluation if recommendations in their RAP were consistently implemented. Feedback received is shared with the academic schools.

## How do I access a student's RAP?

Information and guidance can be found here: <https://www.gcu.ac.uk/student/studentlife/studentsupport/disabilityteam/staffmaterials/accessingrapsrecommendedadjustmentspages/>

## RAP Process Flowchart

