



UKMC Accessibility Policy 2024-25

Date	Author	Summary of Changes	Version	Authorised
March 2024	Head of Wellbeing	Revisions and appendix updates	1	Academic Board October 2025
Policy/Procedure Management and Responsibilities				
Policy/Procedure Owner	The policy is overseen by the Campus Managers and approved by academic board. Day-to-day implementation and communication responsibilities are delegated to relevant stakeholders < EDI committee and members, and facilities teams.			
Equality Impact / Analysis	By EDI Committee			
Authorised By	Academic board			
Effective From	October 2025			
Next Review	July 2026			
Version	1			
Internal/External	Both			
Document Location	UKMC Policies and Legislation			
Linked Documents	Data Protection Act 2018. Data Protection and Freedom of Information Fees Regulations 2004 Freedom of Information Act 2000 Environmental Information Regulations 2004 Privacy and Electronic Communications Regulations 2011 UKMC Code of Practice for Managing Freedom of Information Requests College ICT Acceptable Use Policy Wellbeing Policy			
Dissemination Plan	Public availability on the UKMC website.			
Accessibility	Alternative formats on request. Email Quality@ukmc.ac.uk			

Purpose

This policy sets out UK Management College's commitment to supporting all of our staff and students in ways that effectively meet their needs. This policy defines the principles UK Management College will follow in order to:

- promote an inclusive environment
- ensure proactive and responsive processes and procedures
- enable effective communication

This policy specifically confirms UKMC's approach to promoting accessibility and ensuring that all of our students are effectively supported in achieving success in Higher Education.

The objectives of this policy are:

1. Ensure that we sustain and develop accessibility as a key component of our strategy.
2. Respond to changes in legislation relating to accessibility in Higher Education.
3. Set out a clear direction for maintaining and enhancing accessible learning.

Strategic Approach

This policy applies to all staff and prospective and current students with specific accessibility needs that arise from the interaction between their studies and their particular circumstances and/or conditions.

It applies to students across all levels as well as those students not studying for a formal qualification. It includes students with disabilities or long-term health conditions, whether these have been declared to UKMC or not, students in restricted or secure environments, and students who face accessibility issues due to other circumstances and / or conditions.

Whilst we commit to anticipate accessibility needs, it is recognised that, owing to the breadth of accessibility requirements, there may still be occasions where specific needs may not have been anticipated. In such circumstances, we will be responsive to requests for reasonable adjustments. Where adjustments are requested and it is unclear whether they may be considered reasonable, the requests will be referred to UKMC's Accessibility Referrals Panel. This policy informs the development of good practice and provides an underpinning framework for evaluation. We will address the accessibility needs of our staff and students, ensuring that we are meeting such needs wherever reasonable and practicable by:

1. Setting out our commitment to supporting and working in partnership with all of our staff and students to improve accessibility.
2. Communicating to staff and students what they can expect from us in relation to their accessibility needs.
3. Ensuring we effectively and proactively anticipate and make reasonable adjustments in response to the needs of our staff and students, wherever reasonable and practicable to do so.
4. Regularly reviewing, and improving where possible, the effectiveness of our accessibility support mechanisms.

Commitment to Equity, Diversity, and Inclusion

Policies are inclusive of all UKMC Staff, Students, Learners, Enquirers and Alumni, regardless of age, civil status, dependency or caring status, care experience, disability, family status, gender, gender identity, gender reassignment, marital status, marriage and civil partnerships, membership of the Traveller community, political opinion, pregnancy and maternity, race, religion or belief, socio-economic background, sex, sexual orientation or trades union membership status. More information is available in the UKMC EDI Policy at [UKMC | Policies and Legislation](#).

Safe Space Reporting

The college is committed to creating a diverse and inclusive environment in which everyone feels safe and is treated with dignity and respect. Unlawful discrimination of any kind across our College will not be tolerated. Safe Space Reporting is available through an online tool through which staff, students, learners and visitors are encouraged to report incidents of assault, bullying, harassment, hate crime, or sexual harassment. It also provides information about what you can do if these incidents happen to you, or to someone you know, and where you can find support.

Introduction

UK Management College's (UKMC) mission reflects our commitment to supporting all of our staff and students to achieve success in Higher Education, regardless of background, circumstances or disabilities. Our aim is to reach staff and students with life-changing learning that meets their needs and enriches society. We embrace equal opportunities for all within a diverse and inclusive environment, which recognises and responds to the needs of all of our community.

This policy sets out our commitment to supporting all of our staff and students in ways that effectively meet their needs, and aligns with UKMC's overall strategies. For specific guidance on how this policy may relate to your personal circumstances, please contact the Student Success Team who are specially trained to advise on the implementation of this policy.

Further information about how we support our students accessibility, reasonable adjustment, EDI, wellbeing, and more, can be found at [UKMC | Policies and Legislation](#).

Policy Principles

To promote an inclusive environment, we will:

1. Adopt the [Social Model of Disability](#) in proactively identifying and removing, or minimising, barriers to effective study over which we have a degree of control.
2. Be receptive to staff and students with accessibility needs and work in partnership with them in the design, development and evaluation of accessible resources and services.
3. Maintain an inclusive, supportive, positive and proactive culture in which each student is treated as an individual with a unique combination of needs, without placing undue emphasis on the conditions from which these needs arise.
4. Ensure that we do not discriminate unlawfully against, or treat unfairly, any staff, students, or enquirers based on their accessibility needs.
5. Provide appropriate, effective and accessible training, guidance and support for all staff. Ensure staff engage with training through processes including induction and CPD.
6. Provide a confidential, supportive and positive environment in which staff, students, and visitors, both in person and online, feel secure to declare their accessibility requirements without fear of being adversely affected.
7. Aim to be compliant with [the Public Sector Bodies \(Websites and Mobile Applications\) \(No. 2\) Accessibility Regulations 2018](#), and to comply with our obligations under the Equality Act 2010 in England, Scotland and Wales or any other statutory duty or obligation.

To ensure proactive and responsive processes and procedures, we will:

8. Minimise and, where possible, remove undue administrative burdens and delays for staff and students in obtaining support with accessibility needs.
9. Offer accessible, effective, fair and clearly communicated procedures to:
 - a. Initiate the process for requesting adjustments according to the student's needs.
 - b. Address adjustments, issues and complaints around student accessibility related needs, in line with existing procedures.
 - c. Provide effective support for staff, students, and enquirers throughout the process to reduce any negative impact on the student while the adjustment, issue or complaint is being addressed.

10. Adopt a proactive as well as responsive approach to putting in place adjustments to support staff and students with accessibility needs and include regular review and reporting of student needs.
11. Make accessibility a key consideration in decision making and innovation from early inception and design of our curriculum all the way through to presentation, drawing on Universal Design for Learning principles and practices
12. Make every effort to ensure that accessibility provisions are put in place in a timely and appropriate manner, where possible before these are encountered.
13. Ensure wherever possible that all physical and digital spaces with which staff and students can reasonably be expected to engage, including those from third-party providers, are accessible for all.

To enable effective communication, we will:

14. Provide effective, proactive and timely communication with staff and students with accessibility needs from initial enquiry all the way to the completion of their studies.
15. Engage with staff, students, and enquirers directly and through the provision of timely and relevant information about accessibility-related provisions and ensure these forms of engagement are consistent and suitable for all needs.
16. Ensure that all staff, students, and enquirers with accessibility needs are informed of the provisions that they can expect from us in supporting them in their studies.
17. Offer support in how to make effective use of accessibility-related provisions and engage relevant staff and students in further developing such provisions where appropriate.

Glossary

Us/we:

Refers to UK Management College: all staff are responsible for ensuring that their work contributes effectively and appropriately to the accessibility of our services and provisions.

Student:

A student is defined as an individual who studies with UK Management College as a formal learner at access, undergraduate, postgraduate or doctoral level or as an informal learner using our open access resources including FutureLearn and OpenLearn.

Enquirer:

An enquirer is anyone who intends to study, but has not yet registered with UK Management College as a formal learner at any level.

Accessibility:

Making study materials and support services useable by everyone regardless of disabilities or other circumstances that impact on a student's ability to take part in their studies.

Disability:

Any long-term health condition, specific learning difficulty or mental health difficulty which affects a student's ability to study.

Social model of disability:

A model which recognises disability as a consequence of the barriers resulting from the way society is organised rather than resulting from a person's impairment. This view emphasises the need for society and institutions to remove or reduce such barriers.

Reasonable adjustment:

Where barriers cannot be completely removed, a legal requirement for an appropriate change to a study-related arrangement, including assignments or exams, in order to enable a disabled student to complete their studies on a level playing field with their peers.

Curriculum:

All aspects of learning and teaching which form a part of the student learning journey, including materials, activities, assessment, learning outcomes, tools and media.

Universal Design for Learning:

An educational framework that guides the development of flexible learning environments that can accommodate individual learning differences.

Inclusion:

The state of being included in a group or framework. In the context of education this means that the needs and characteristics of all participants in education are recognised and taken into account in the design of curriculum and support mechanisms.

UKMC Accessibility Referrals Panel

A team of colleagues from across the college who are convened to consider reasonable adjustments where necessary for students who declare a difficulty, difference, or disability.

The panel shall consist of members from the following areas:

- Academic staff from the relevant curriculum area
- Estates / campus manager
- Operations
- Learning support