PROCEDURE FOR MAKING ADJUSTMENTS TO LEARNING, TEACHING & ASSESSMENT FOR STUDENTS WITH DISABILITIES, LONG-TERM HEALTH CONDITIONS AND SPECIFIC LEARNING DIFFICULTIES: LIST OF LEVEL 1 AND 2 REASONABLE ADJUSTMENTS 2026/27

Guidance to support staff in implementing the Level 1 adjustments is provided by the Centre for Learning and Teaching here.

Level 1 Anticipatory Adjustments:

Provide accessible teaching, learning and assessment materials:

- Provide all digital materials and multimedia content in an accessible format, following good accessibility guidance.
- Make available key teaching and learning materials no later than 24 hours in advance: course/unit level materials before the first taught session (e.g. course handbooks, reading lists, glossaries), and session level materials before individual lectures, seminars, labs etc. (e.g. slides, handouts, instructions).
- Make available key assessment materials in advance of the start of coursework assessment. This should include: the assessment brief (using the standardised template defined by your Faculty/School), marking criteria and/or rubric, and information on submission format, deadlines, and submission method, and/or assessment conditions.
- Use the University Library's reading list management system, 'Library Lists', for all taught units with a reading list or any required reading and ensure each Library List is linked from the corresponding Moodle (or other Virtual Learning Environment) unit.

Provide asynchronous versions of live sessions that enable students to catch-up with or review taught content:

- Use Panopto to provide recordings of live sessions, or, where this is not appropriate, provide alternative material that enables students to catch up or review taught content (e.g. a session summary or edited recording). This applies to both online and in-person teaching sessions.

Teaching and assessment communication and delivery:

- Use classroom microphones (where provided) at all times for in-person delivery.
- Inform students about changes to teaching arrangements via email (using the student mailing lists) and put an announcement on Moodle (or other Virtual Learning Environment) with as much notice as possible (e.g. changes of venue/cancellations).
- Inform students about changes to assessment requirements, deadlines, or formats via email (using the student mailing lists) and put an announcement on Moodle (or other Virtual Learning Environment) with as much notice as possible.

- Provide opportunities across the course for students to contact staff for support regarding teaching and assessment. This can include office hours, discussion boards and FAQs on Moodle (or other Virtual Learning Environment).

Inclusive group work:

- Consider group composition to avoid foreseeable barriers to participation.
- Ensure group assessment tasks include a clear explanation of: the purpose of group work; expectations around collaboration; how individual and group contributions will be recognised or assessed.

Inclusive oral assessment:

- Ensure oral assessment tasks include a clear explanation of the format of assessment and how the assessment will be marked.

Level 2 Indicative Individual Adjustments:

Staff guidance to support implementation of Level 2 individual adjustments can be found here, and student-facing guidance here.

Provide accessible teaching, learning and assessment materials

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Accessible materials in an alternative format *This is a new adjustment to provide learning materials in an alternative format, building on the Level 1 anticipatory adjustments in this area.*	The student requires materials produced with additional accessibility requirements. Accessible digital formats may not meet the full need of the student and they may require physical materials (e.g. braille, large print, tactile diagrams) or non-standard digital formats. Please see "other/ further information" for details of this request. Support to produce/source alternative formats is available via the Disability Service, MASH, Library, AT team.	Yes, due to workload implications	Yes

Provide asynchronous versions of live sessions that enable students to catch-up with or review taught content

No standard Level 2 adjustments

Teaching and assessment communication and delivery

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Clear Written Instructions	Where possible, when communicating complex or numerical information verbally, it would be helpful to provide the information in written form in a step by	Yes, due to workload implications	Yes

	step format (e.g. experiment instructions, formula, group tasks or activities). If outlining a lengthy procedure in writing, where possible, please give instructions in a broken down, step by step format.		
Reading aloud	Please avoid asking the student to read aloud (particularly without prior preparation) unless it is an essential component of the course.	Yes, to ensure equity and for Disability Service to recommend skills development	Yes
Additional Clarification	The student may need additional opportunities to meet with their tutor/supervisor to gain clarification (for example, on lecture content / assignments or their research) to reduce anxiety. For example, it may be helpful for the student to receive more detailed feedback with specific action points.	Yes, due to workload implications	Yes
Radio Aids	The student may use a radio aid, please be aware of how to use them in teaching rooms. If in an office space, please discuss use of this device with the student. For synchronous online sessions, encourage use of live captioning or transcription.	None	Yes
Hearing Loops	The student uses a hearing aid and requires access to teaching venues with a hearing loop/ audio induction loop to better access audio material presented during teaching sessions. Teaching	Yes, due to timetabling implications	No

	spaces will require timetabling in spaces with hearing loop facilities.		
BSL Interpreter	This student uses a BSL Interpreting service. Please check with the student and the interpreter regarding appropriate seating arrangements and access to live/synchronous online sessions or necessary invitations to meetings or discussions. Please also be aware that the interpreter may need access to teaching materials in advance of a session (e.g. glossary for preparation).	Yes (due to access consideration of an external agency accessing teaching spaces/ workload implications)	Yes
Lip Reading awareness	Please be aware of any issues that could potentially/unintentionally impact on a student's ability to lip read (e.g. facing away from audience, covering mouth, wearing face masks). Please be aware of lip-reading requirements if wearing a face mask or other face covering.	None	Yes
Access to notes on board	Where possible, please leave any additional board notes on display after sessions to ensure that the student has sufficient time to copy them.	Yes, due to timetabling and workload implications	No

Inclusive group work

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Working with others in a group	The student may require adjustments to be considered when working with others. Please give consideration when allocating the student a group to work in (e.g. opportunity to work with a smaller group, group dynamics, or greater facilitation at the start of the process).	Yes, due to workload implications and to ensure equity	Yes
Milestones/Check-in points	Provide mini-milestones and check-in points for specific groups to provide additional support that will scaffold the student's progress.	Yes, due to workload implications	Yes
Accessible environment	Support the student to access, or arrange, quiet or low-stimulation settings for group work, and provide flexible alternatives—such as asynchronous collaboration—for those who may experience difficulty participating in live interactions.	Yes, due to workload implications	Yes
One-to-one collaboration	Pair the student with a peer or staff member for a more manageable interaction.	Yes, due to workload implications	Yes
Limit group size		Yes, due to workload implications and to ensure equity	Yes

Inclusive oral assessment

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Verbal presentation considerations	The student may require adjustments to be considered when presenting to a group (e.g. smaller group size, presenting to smaller audience). Please discuss with student.	Yes, due to workload implications	No
Questions in advance and/or preparation time	Where appropriate, students are provided with questions in advance or are given preparation time before responding to questions.	Yes, to ensure equity	Yes
Accessible environment	Oral assessments are conducted in accessible environments, with microphones and assistive technology used where available	Yes, due to timetabling and resource implications	Yes

Further discussion and action

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Mobility issues linked to teaching space	Please be aware that this student uses a wheelchair or has mobility difficulties. The student must have level or lift access to all teaching/ lab venues and room layout may also need to be considered.	Yes, due to timetabling implications	No
Mobility issues linked to office space	Please be aware that this student uses a wheelchair or has mobility difficulties. This may need to be taken into account when allocating office space. The student	Yes, due to timetabling implications	No

	must have level or lift access to office space. Room layout and equipment may also need to be considered.		
Support with practical sessions/lab work	The student may require adjustments to be considered in practical teaching sessions (e.g. written instructions ahead of time, additional support from a technician or adaptations to be considered in order to access equipment in a workshop, laboratory or studio).	Yes, due to workload and cost implications	No
Teaching room – layout	This student may require adjustments to room layout. Please see Further Information and discuss with student.	Yes, due to workload and timetabling implications	No
Other/further information	See Further Information		Yes

Flexibility for attendance or deadlines

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Fluctuating Attendance	Due to the fluctuating and unpredictable nature of the student's condition or ongoing medical treatment, there may be periods of unplanned absence or reduced engagement. The student has been advised to inform their Director of Studies, Supervisor, or Unit Convener/Tutor as early as possible regarding any absence. Staff are asked to respond sensitively and consider flexible	Yes, due to workload implications and to ensure equity	Yes

	working arrangements where appropriate. If the student misses work, please consider extensions to deadlines, and note that a study break may also be in the student's best interests for subsequent units or ongoing study.		
Breaks During Classes	The student may need to leave or take breaks during sessions, group discussions or meetings. This is not a sign of disengagement, but it is required to manage their condition.	Yes, to ensure equity	Yes
Deadline Extensions	Whilst we do not recommend the continual use of deadline extensions to help students manage their studies, it would be helpful to consider occasional extension requests sensitively and on a case-by-case basis where possible.	Yes, to ensure equity	Yes
Scheduled Treatment	It may be necessary for the student to miss whole days on a regular basis for ongoing health management, medical appointments or scheduled treatment.	Yes, to ensure equity	Yes

Exam arrangements: General

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Alternative format - please see further information	n/a	Yes, due to workload implications	Yes
[X] minutes extra time per hour	n/a	Yes, to ensure equity and timetabling implications	Yes
Use of a PC or laptop (please provide paper/answer booklet)	n/a	Yes, due to resource implications and to ensure equity	No
Student requires a Prompter	n/a	Yes, due to timetabling and workload implications	Yes
Students require a Reader	n/a	Yes, due to timetabling and workload implications	Yes
[X] minutes rest breaks per hour	n/a	Yes, timetabling implications and to ensure equity	Yes
Student requires a Scribe	n/a	Yes, due to timetabling implications and workload implications	Yes
Software or equipment required - please see further information	n/a	Yes, due to workload implications and to ensure equity	Yes
Students require a Transcriber	n/a	Yes, due to timetabling implications and workload implications	Yes
Information for the Invigilator – please see further information	n/a	Yes, due to workload implications	No

Exam arrangements: Scheduling

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
No morning exams	No morning exams- please note international time-zone where applicable when scheduling online exams	Yes, timetabling implications and to ensure equity	Yes
Only 1 per day	n/a	Yes, timetabling implications and to ensure equity	No
24 or 48 hour gap between exams	n/a	Yes, timetabling implications and to ensure equity	No
Other - please see further information	n/a	n/a	Yes

Exam arrangements: Student to bring to the examination

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Food/drink	n/a	Yes, timetabling implications and to ensure equity	No
Medication and/or medical equipment	n/a	Yes, timetabling implications and to ensure equity	No
Posture support	n/a	Yes, due to resource implications and to ensure equity	No
Coloured overlays and/or lenses	n/a	Yes, due to resource implications and to ensure equity	No
Other - please see further information	n/a	n/a	No

PGR Adjustments – reflecting as-is DAP recommendations, pending approval by University Doctoral Studies Committee in September 2026

Level 2 adjustments (non-exhaustive)	Standard Wording	Evidence requirement or justification	Relevant to online courses
Practical research	The student may require adaptations to be considered in order to access equipment in a workshop, laboratory or studio, when undertaking research.	Yes, due to workload/cost implications	No
Viva AT use	The student may need to use assistive technology to access their thesis or notes during the viva.	Yes, due to workload implications	Yes
Viva breaks	The student may require significantly longer or more numerous opportunities for breaks than that offered as standard in the viva process. These may be at pre-set intervals or may require a level of observation and reaction from the viva panel to offer additional breaks where the student's presentation indicates this may be necessary.	Yes, to ensure equity and due to workload implications	Yes
Viva familiarisation	Ensure clear timetable information and written Viva Voce instructions are provided in a timely way to allow candidates sufficient time to prepare.	Yes, due to workload implications	Yes
Viva introduction to examiners	To reduce anxieties, where possible please provide an opportunity for the student to meet the examiners beforehand. It should be made clear that this is not part of the examination and the conversation would not address academic matters but be limited to an	Yes, due to workload implications	Yes

	introduction to personnel and the likely conduct of the viva.		
Viva location	Where the viva takes place on campus please ensure that accessibility is considered (e.g. access to lifts, automatic doors, lighting and noise considerations (please see further information)). If a Personal Emergency Evacuation Plan (PEEP) has been requested, please undertake this in advance as necessary.	Yes, due to workload and timetabling implications	No
Viva presentation materials	Please discuss with the candidate in advance the provision of flipcharts and other materials to facilitate alternative presentation methods.	Yes, due to workload implications	No
Viva questions and communication	The student may have additional communication or processing requirements. During the viva, please present one question at a time (avoiding multi-faceted questions) and be prepared to re-phrase questions if the candidate appears to have misunderstood. Please see “other/ further information” for specific guidance regarding how best to communicate with this student and for information to be shared with any external examiners.	Yes, due to workload implications.	Yes
Viva recording	During the viva, allow the use of a recording device to record	Yes, due to workload and data protection requirements.	Yes

	discussion regarding corrections. Consideration should be given to any sensitive or confidential information.		
Viva responses	The candidate may require longer to formulate their responses. Please allow time for this.	Yes due to timetabling considerations	Yes
Viva scheduling	Ensure consideration is given to scheduling the viva (e.g. morning or afternoon start) due to the potential for symptoms/side-effects of medication to be worse at a particular time of day. Recognition of international time-zones may be required when scheduling vivas for internationally based students.	Yes, due to workload and timetabling implications	Yes
Viva - Student to bring food/drink/medication	The student may need to bring food/drink/medication or equipment into the viva to manage their condition	Yes, to ensure equity and timetabling considerations	Yes
Viva thesis	The candidate may need to take in digital or paper copies of thesis and notes, and to make notes to refer to as necessary.	Yes, to ensure equity	Yes
Viva Arrangements for Examiners	The student would find it helpful if examiners attending the viva are made aware of their requirements prior to the examination taking place.	Yes, due to workload implications	Yes
Viva Support Worker	The student will be accompanied by a support worker e.g. sighted guide or BSL interpreter. This person is	Yes, due to workload implications and to ensure equity	Yes

	not permitted to participate in the viva by, for example, rephrasing the examiners' questions for the candidate.		
PGR Progress markers	The student may require support to break their work down into smaller, more manageable tasks to provide a sense of progress.	Yes, due to workload implications	Yes
PGR Off campus activities	If off-campus activities are required, such as conferences and field trips, the supervisor and student should discuss any required reasonable adjustments in relation to travel, accommodation and tasks.	Yes, due to workload implications	No