

Policy:

1. An AIR is provided to students who register with the ASSIST and/or Mental Health Advisory Service (MHAS).
2. An AIR is not dependent on a student being eligible for funding in respect of their disability (for example, Disabled Students Allowances), and it will not detail the funding provider for any recommended support and adjustments.
3. The AIR is designed to support the University in ensuring it is meeting its obligations under the Equality Act to make reasonable adjustments where a student could otherwise experience disadvantage when compared to a non-disabled peer.
4. An AIR is a document that provides information on a student's disability, mental health difficulty, health condition, Specific Learning Difference (e.g. dyslexia) or other additional need, the impact of their condition on their ability to undertake study, and details any proposed reasonable adjustments considered appropriate to supporting a student through their studies at the University. It is a solely internal document and has no statutory or legal weight.
5. An AIR is only relevant for learning that takes place on site or via distance learning. It is not relevant for placement or work-based learning activities. A student who has an AIR and engages in off-site activities (including placements, work-based learning, trips) is required to discuss possible reasonable adjustments during those off-site activities with their programme team. To support the academic programme teams and our students, confirmation of a AIR being created will be shared with the Office of Placements and Work-based Learning, to assist in the allocation of placements. Details of the nature of condition and contents of the AIR will not be shared, only the students name and student ID number.
6. An AIR is not designed to replace formal documentation such as a student's DSA Needs Assessment Report or any diagnostic assessments undertaken for and documented about a student. The AIR also has no legal standing and cannot be used as evidence of a disability; the AIR will only record those conditions which have been formerly diagnosed by a medical or other professional person, and for which appropriate professional evidence has been provided to either ASSIST or the MHAS.
7. An AIR would not normally be used in isolation as supporting evidence as part of a Mitigating Circumstances application.

8. An AIR is designed to facilitate conversations between tutors and students about proposed reasonable adjustments, including those required in assessments (for example, written essays, presentations, group work and time constrained tests). The AIR does not guarantee that adjustments will be made or prescribe certain activity, but is designed to support tutors and students in discussing possible adjustments.
9. An AIR is individualised.
10. An AIR is not designed to replace the need for the development and use of inclusive teaching and anticipatory adjustments by programme teams. All programme teams are encouraged to develop inclusive teaching and anticipatory adjustments in their teaching and learning practices.
11. An AIR is a partnership document involving the student, the academic team and Student Services.
12. An AIR is not a risk assessment. If risk assessments are required (e.g. in advance of students going on placement), these must be completed separately in conjunction with other areas either internal to the University (e.g. the Placements and Work Based Learning Office) or external (e.g. a medical professional or the Occupational Health service).
13. An AIR should not be shared with an external party, such as a placement provider, without the student's explicit written consent to do so, and is not intended to be used for the purposes of supporting placements because it is an internal document only.
14. AIRs will usually be produced in the same term in which a student registers with ASSIST or the MHAS; this may not be the student's first term at University. The process for creating an AIR can take some time as it requires conversations between a student and Student Services teams as well as the production of suitable supporting professional evidence.
15. It should be noted that there may be circumstances in which a student who does not have a completed AIR may still request reasonable adjustments directly with their programme team. For example – a student whose AIR has not yet been finalised; or a student who has not yet registered, or has chosen not to register, with ASSIST and/or the MHAS. In such cases, the programme team should liaise with ASSIST and/or the MHAS to determine how to manage this situation in the short term. In the medium term, adjustments will be driven through the AIR. If the student is not registered with ASSIST and/or the MHAS, the student should then be advised to register with ASSIST and/or the MHAS to enable an AIR to be produced.
16. AIRs are not updated as a matter of course. Where a student's condition changes substantially during their studies the document might be updated,

usually in response to the provision of updated and/or additional medical evidence. Where the AIR is updated it will be re-circulated, and any previous versions should be securely destroyed.

17. The full AIR will be saved in SharePoint on completion and access given to:

- a. the Programme Leader named on the system, who will then give access to colleagues within the programme team;
- b. the Personal Tutor named on the system;
- c. the relevant Disability Coordinator(s).

It is the Programme Leader's responsibility to re/circulate the AIR annually to all module leaders and visiting/associate lecturers for the student's elected/requisite pathway each academic year.

Roles and responsibilities:

ASSIST/ Mental Health Advisory Service (MHAS)

- Complete the AIR and ensure sign off with student.
- Store the AIR in the required place.
- Provide access to the AIR to the required list of staff.
- Update the AIR if a student's condition and/or needs change.

Personal Tutor, Programme Leader, Disability Coordinator, Supervisor and Module Tutors

- Read the AIR.
- Ensure the existence of an AIR for a student is known by all module tutors/associate lecturers involved in supporting that student.
- Familiarise themselves with the AIR every year.
- Contact ASSIST and/or MHAS if there are any queries or uncertainties about the implementation of recommendations in the AIR, or how to support a student's specific needs.

Student

- Engage in discussions about the AIR.
- Engage in discussions with their PAT before and after an AIR is produced.
- Ensure tutors have received a copy of the AIR and share copies as appropriate.
- Raise awareness of any issues with understanding about the AIR at the earliest opportunity.
- Engage in other necessary processes (e.g. risk assessments) for any off-site learning.
- Keep ASSIST and/or the MHAS apprised of any changes to needs, supported by appropriate professional evidence, where required.

Flowchart of process:

