

## STUDENT OF DETERMINATION (SOD) - POLICY

This policy should be ready in conjunction with the student well-being policy, widening participation policy, Student Protection plan policy, safeguarding and child protection policy and Inclusive Practice Policy.

### 1. Introduction

The University of Greater Manchester, Academic Centre - RAK is fully committed to the principles of equality, diversity, and inclusion. The institution recognises that 'Special Needs' should not be a barrier to participation, achievement, or progression in higher education. This policy sets out the University's approach to supporting 'Special Needs' students within the UAE regulatory context, ensuring alignment with best practice and regulatory expectations.

### 2. Purpose

The purpose of this policy is to provide a structured framework for supporting 'Special Needs' students throughout their academic journey. It ensures that the University adopts a proactive and inclusive approach, promotes early disclosure, and implements appropriate reasonable adjustments to enable students to participate fully in their studies.

### 3. Scope

This policy applies to all applicants, current students, and relevant former students who continue to access University services. It covers all academic programmes and institutional activities delivered by the University of Greater Manchester, Academic Centre - RAK.

### 4. Definition of 'Special Needs'

'Special Needs' refers to a physical or mental impairment that has a substantial and long-term impact on an individual's ability to carry out normal day-to-day activities. This includes sensory impairments, physical disabilities, specific learning difficulties, neurodevelopmental conditions, long-term medical conditions, and mental health conditions.

## **5. Policy Statement**

The University is committed to ensuring that 'Special Needs' students are not disadvantaged and are able to access education on an equal basis with their peers. The institution will take reasonable steps to provide adjustments to teaching, learning, assessment, and the physical environment. These adjustments are designed to remove barriers and support students in achieving their full academic potential.

## **6. Disclosure and Confidentiality**

Students are encouraged to disclose the 'Special Needs' at the earliest possible stage, ideally during the application or enrolment process. Early disclosure enables the University to plan and implement appropriate support in a timely manner. However, students may disclose the 'Special Needs' at any point during their studies.

All information relating to a student's 'Special Needs' will be treated with strict confidentiality and will only be shared with relevant staff on a need-to-know basis, and with the student's consent. The University recognises the importance of creating a safe and supportive environment in which students feel comfortable disclosing their needs.

## **7. Reasonable Adjustments**

The University will implement reasonable adjustments to ensure that 'Special Needs' students are not placed at a substantial disadvantage. These adjustments may relate to teaching methods, assessment arrangements, access to facilities, or the provision of additional support services. The effectiveness and practicality of adjustments will be considered, ensuring that academic standards and learning outcomes are maintained.

Adjustments will be determined through a structured process involving the student and relevant support services. The aim is to ensure that support is tailored to individual needs while maintaining fairness and consistency across programmes.

## **8. Individual Support Planning**

Where the 'Special Needs' are disclosed, the University will work with the student to develop an Individual Learning Support Plan. This plan will outline the reasonable adjustments required to support the student's learning and

engagement. The plan will be shared with relevant staff, subject to the student's consent, to ensure effective implementation.

Students will have the opportunity to review their support plan and request amendments if their needs change or if the support provided is not effective. The University is committed to working collaboratively with students to ensure that support arrangements remain appropriate throughout their studies.

### **9. Academic and Assessment Arrangements**

The University recognises that some students may require adjustments to assessment methods to demonstrate their learning effectively. Where appropriate, alternative assessment arrangements or additional support will be provided, ensuring that core learning outcomes and academic standards are maintained.

Students who experience difficulties related to their 'Special Needs' that impact their academic performance may also access mitigating circumstances procedures in accordance with institutional regulations.

### **10. Roles and Responsibilities**

Responsibility for supporting 'Special Needs' students is shared across the institution. Senior leadership is responsible for ensuring that appropriate policies, resources, and systems are in place. Academic and professional staff are responsible for implementing reasonable adjustments and supporting inclusive teaching practices. Student Services will provide specialist advice, coordinate support, and guide both staff and students.

Students are expected to engage with support services, provide relevant information where required, and communicate their needs in a timely manner. The University emphasises a partnership approach in which both staff and students work collaboratively to support academic success.

- **Student support Services Department**

<b>Role</b>	<b>Core responsibility</b>	<b>Primary holder</b>	<b>Contact</b>
<b>Head of Student support Services Department</b>	Strategic oversight and executive liaison	Dr. Raj Nambiar	+971 56 197 2727
<b>Student support Services Department Counsellor</b>	Support for students of determination and reunification support	Ms. Mahwish Idrees Dr. Al Quiloppe	+971 50 243 2390 +971 55 226 0932
<b>Administrator - Student support Services Department</b>	Support for students of determination	Ms. Jayanthi Mr. Shinde	+971 52 317 8368 +971 50 791 9448
<b>First Aid - Student support Services Department</b>	First Aid trained for students of determination	Ms. Gemma	+971 50 451 3966
<b>Support team for Students of determination and persons</b>	Support for students of determination	Ms. Jamuna Mr. Bhavesh Kumar	+971 58 958 6735 +971 55 879 1609

### **11. Monitoring and Continuous Improvement**

The University will monitor the effectiveness of 'Special Needs' support through student feedback, service reviews, and institutional data. This information will be used to inform continuous improvement and ensure that services remain responsive to student needs. The University is committed to maintaining high standards of inclusivity and accessibility.

### **12. Compliance**

The University will ensure compliance with relevant regulatory requirements and cooperate with audits and inspections conducted by relevant authorities.

### 13. Review

This policy will be reviewed annually to ensure its continued relevance, effectiveness, and alignment with regulatory requirements and institutional priorities.

#### Review history

<b><i>Last Updated:</i></b>	<b><i>March 2026</i></b>
<b><i>Reviewed on</i></b>	<b><i>March 2026</i></b>
<b><i>Next review Date</i></b>	<b><i>March 2027</i></b>