



**THE COUNCIL OF LEGAL EDUCATION  
NORMAN MANLEY LAW SCHOOL**

**INCLUSION POLICY FOR PERSONS WITH DISABILITIES**

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## DEFINITIONS

In interpreting this policy, please refer to the terms defined below.

<b>Access<sup>i</sup>/Accessible</b>	Access or Accessible means & includes, in relation to: <ul style="list-style-type: none"><li>a) <b>Premises</b>, freedom to enter in, approach, communicate, make use of or manoeuvre within any premises.</li><li>b) <b>Benefits</b>, freedom to make use of any benefits.</li><li>c) <b>Communication</b>, the capacity to receive and make use of information.</li><li>d) <b>Work environment</b> where appropriate and reasonable arrangements are made to facilitate effective collaboration with others.</li></ul>
<b>Communication<sup>ii</sup></b>	Communication includes languages, display of text, braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology.
<b>Disability Inclusion<sup>iii</sup></b>	The meaningful participation of persons with disabilities in all their diversity, the promotion and mainstreaming of their rights into the work of the organisation, the development of disability-specific programmes and the consideration of disability-related perspectives in compliance with the Convention on the Rights of Persons with Disabilities.
<b>Discrimination<sup>iv</sup></b>	Discrimination is any impermissible act or failure to act, based wholly or in part on membership in a protected class, which adversely affects existing privileges, benefits or working conditions and results in the disparate treatment of—or has a disparate impact on—members of that group.

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<p><b>Discrimination<sup>v</sup></b> <i>(based on Disability)</i></p>	<p>"Discrimination on the basis of disability" means any distinction, exclusion, or restriction on the basis of disability, which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable arrangements.</p>
<p><b>Disproportionate or Undue Burden<sup>vi</sup></b></p>	<p>Disproportionate or Undue Burden includes –</p> <ul style="list-style-type: none"> <li>a) The nature of the benefit likely to accrue to, or the detriment likely to be suffered by, any person concerned;</li> <li>b) The effect of the disability on a person concerned;</li> <li>c) The financial circumstances of the person concerned who is claiming disproportionate or undue burden; or</li> <li>d) The estimated amount of expenditure or other allocation of resources required by the person concerned who is claiming disproportionate or undue burden and whether it is reasonably proportionate to the benefit likely to accrue:</li> </ul>
<p><b>Employee<sup>vii</sup></b></p>	<p>An individual who works full-time or part-time under an offer of employment and has recognised rights and duties.</p>
<p><b>Categories of Employees</b></p>	<p>The following are the categories of NMLS employees:</p> <p><b>Permanent</b> Administrative Technical and Service (ATS) staff who are recruited for permanent appointment, subject to a successful probationary period.</p> <p><b>Temporary</b> ATS staff, who are recruited for a specific time period, whether by direct advertisement or through an employment agency. This period of employment shall not normally exceed six (6) months.</p>

<b>Contract</b>	Academic Senior Administrative and Professional (ASAP) staff who have been given a one to three-year employment contract by the Selection Committee of the Council of Legal Education (CLE).
<b>Indefinite Tenure</b>	A condition of employment granted to members of the ASAP group by the CLE Selection Committee in which the incumbent's tenure is without specific time limitation. To apply for indefinite tenure, the employee must have completed a minimum of six (6) consecutive years of service.
<b>Equal Opportunity<sup>viii</sup></b>	Equal and non-discriminatory access, among individuals, to opportunities for education, training, employment, career development and the exercise of power without being disadvantaged on the basis of criteria such as gender, racial or ethnic origin, nationality, religion or belief, disability, age or sexual orientation.
<b>Languages<sup>ix</sup></b>	Includes any spoken, signed, and other non-spoken language forms.
<b>Long-Term Disability<sup>x</sup></b>	The effect of an impairment is long-term if: <ul style="list-style-type: none"> <li>a) It has lasted for at least 12 consecutive months;</li> <li>b) It is likely to last for at least 12 consecutive months; or</li> <li>c) It is likely to last for the rest of the life of the person affected.</li> </ul>
<b>Persons with Disabilities<sup>xi</sup></b>	Persons with Disabilities ( <b>PwD</b> ) include those with long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

<b>Neurodiversity</b> <sup>xii</sup>	<p>Neurodiversity<sup>xiii</sup> is a concept that regards individuals with differences in brain function and behavioural traits as part of normal variation in the human population.</p> <p>Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits.</p>
<b>Neurotypical</b> <sup>xiv</sup>	<p>Neurotypical is a descriptor that refers to someone with brain functions, behaviours, and processing considered standard or typical.</p>
<b>Reasonable Arrangements</b> <sup>xv</sup>	<p>Reasonable arrangements refer to the necessary and appropriate modifications and adjustments that do not impose a disproportionate or undue burden, where needed in a particular case, to ensure to a PwD, the enjoyment or exercise on an equal basis with others of privileges, interests, benefits and treatment and the facilitation of such privileges, interests benefits and treatment by the provision of auxiliary aids and services including:</p> <ul style="list-style-type: none"> <li>a) equipment or devices that alleviate the effects of a disability being experienced by a person;</li> <li>b) the acquisition and modification of such equipment or devices;</li> <li>c) duly qualified interpreters, technologies, and effective methods of making aurally delivered and received materials available to a person with a disability; and</li> <li>d) duly qualified readers, taped audio-visually recorded texts, or other effective methods of making visually delivered and received materials available to a person with a disability.</li> </ul>
<b>Student</b>	<p>A student is a person who is registered in a programme offered by the Norman Manley Law School.</p>


<b>Universal Design<sup>xvi</sup></b>	"Universal Design" means the design of products, environments, programmes, and services that are usable by all people to the greatest extent possible without the need for adaptation or specialised design.
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## TABLE OF ACRONYMS

ACRONYM	MEANING
CRPD	Convention on the Rights of Persons with Disability
DIAC	Disability Inclusion Appeals Committee
HoD	Head(s) of Department
HR	Human Resources
IT	Information Technologist
CLE	Council of Legal Education,
NMLS/ the School	Norman Manley Law School
PwD	Person(s) with Disabilities
RA	Reasonable Arrangements
Disabilities Act, 2014	the Act



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**1.0 TITLE:** Inclusion Policy for Persons with Disabilities.

### 2.0 POLICY STATEMENT

This Policy provides for the development and maintenance of a disability-inclusive environment consistent with the principles and spirit of the Convention on the Rights of Persons with Disabilities (CRPD). The **Disabilities Act, 2014 (the Act)** makes it unlawful to discriminate against PwD regarding access to education and training or employment for reasons related to the person's disability. In accordance with this legislation, the Council of Legal Education (CLE), which governs recruitment, selection, employment and the conduct and administration of legal education at the Norman Manley Law School (NMLS), has articulated an Equal Opportunities Policy, which states,

*"The Council does not discriminate on the basis of race, ethnicity, gender, disability or politics."<sup>xvii</sup>*


The NMLS recognises that there are, and will be, persons among its stakeholder groups who have or may develop disabilities. The School is committed to adopting the principle of Universal Design to facilitate disability inclusion and sees communication, education, and collaboration as valuable tools to foster a supportive environment. This environment is one in which appropriate and Reasonable Arrangements (RA) are developed, implemented, and continuously improved to provide PwD with an equal basis to work and engage in all the rights and benefits of work and student life.

#### 2.1 Policy Principles

The NMLS believes that a PwD:

- a) has the same fundamental rights as persons without disabilities and is committed to promoting and reinforcing recognition and acceptance of this principle.
- b) has the right to individual autonomy and independence and is committed to promoting the dignity of PwD. This means that as far as reasonably possible, the PwD should be able to access services and resources without relying on others.

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- c) should enjoy full and effective participation and inclusion in the NMLS community on an equal basis with others.
- d) must not be subject to discrimination in the pursuit of successful work, school life or in any other respect.
- e) the NMLS believes in human diversity and humanity and accepts its responsibility to promote respect for differences among its constituents.

### **3.0 PURPOSE**

This Policy aims to provide equal opportunities for duly qualified persons to fully and successfully pursue employment and studies and access services at the NMLS and the Legal Aid Clinic.

- a) It sets out the School's resolve to adopt and implement strategies consistent with developing and maintaining a disability-inclusive environment for work and student life.
- b) It provides principles to govern and guide the School's staff and tutors to facilitate the successful participation of PwD in employment, training, education, and services.
- c) Further, it articulates the strategies employed by the School to remove existing and potential barriers to full access and inclusion of PwD.


### **4.0 SCOPE**

This policy applies to all employees who collectively share responsibility for ensuring the inclusion of PwD, on an equal basis with others, in the NMLS environment. Further, it applies to prospective and existing staff, students, clients, graduates, and visitors. It provides guidance on the provisions made by the School to ensure PwD access consistent with their rights under the CRPD and Disabilities Act 2014 of Jamaica.

This includes access to:

- a. facilities,
- b. services,
- c. resources,

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- d. employment, promotion and transfer
- e. working arrangements
- f. teaching, training, learning, and
- g. assessment.


It addresses NMLS procedures for accessing Reasonable Arrangements and institutional practices that support PwD’s full and equal participation and inclusion in employment, education, training, and services.

Disabilities contemplated by this policy include, but are not limited to, those detailed in the following table.

**4.1 Types of Disabilities**

<b>Disability Category</b>	<b>Definition</b>	<b>Examples</b>
Mobility Impairments	Disabilities of the upper or lower limbs; lack of manual dexterity in coordinating different organs of the body.	Cerebral Palsy, Muscular Dystrophy, Amputation
Spinal Cord Injuries	Injuries which lead to mobility disability or dysfunction or reduced function of the sensory organs.	-
Visual Impairments	Total blindness, partial blindness,	being "legally blind," - less than 20/200 vision, Severe loss in distance or near vision.
Hearing Impairment (Complete or partial deafness)	Impairment in processing linguistic information through hearing, with or without amplification.	-

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Disability Category	Definition	Examples
Neurodevelopmental Disorders	Impairment in cognitive processing involves doing mathematical, reading & written expression calculations or understanding of using language.	Specific Learning Disabilities: Dyslexia, Dyspraxia Attention Deficit Hyperactivity Disorder (ADHD)
Autism Spectrum Disorder	Autism spectrum disorder (ASD) is a processing disorder that may impact social interaction and communication. Persons on the spectrum are considered neurodivergent and not neurotypical.	Autism, Asperger's syndrome,
Mental health conditions and illnesses	Conditions that affect cognition, emotional regulation, or behaviour.	Anxiety disorder, Bipolar conditions, obsessive-compulsive conditions.


**5.0 PROCEDURE**

**5.1 Universal Design Principles<sup>xviii</sup>**

In its commitment to all stakeholders, the School will seek to adopt the principles of Universal Design to build an inclusive environment. This approach, when applied to our physical, digital, and technological environments and services, will effectively remove inclusion barriers.

Every effort will be made to adopt designs that allow:

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### 5.2 Equal opportunity for use:

This means that the design should be equally usable and accessible for people with disabilities and those without.

- a) **Flexibility in use:** The design should accommodate various individual abilities. This principle emphasises the need for flexibility in the design that can meet the needs of various users.
- b) **Simple and intuitive use:** The design should be easy to understand and use, regardless of the user's experience, knowledge, language skills, or concentration level. This means that services and environments should be intuitive so users can easily understand how to use them without extensive instructions.
- c) **Perceptible information:** The design must convey necessary information in a way accessible to everyone, regardless of ambient conditions or the user's sensory abilities. This can include the use of different modalities (visual, tactile, and auditory) to ensure information is accessible.
- d) **Tolerance for error:** The design should minimise risks and the adverse consequences of unintended or accidental actions. This principle focuses on reducing potential hazards and ensuring that errors do not result in significant problems.
- e) **Low physical effort:** The design should be usable efficiently and comfortably, with minimal fatigue. This principle ensures that users can operate or interact with the design over extended periods without discomfort or fatigue. For instance, furniture like office chairs or keyboards should promote good ergonomics to reduce strain and enhance comfort.
- f) **Size and space for access and use:** The design must provide adequate size and space for access, reach, manipulation, and use, regardless of a person's body size,

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posture, or mobility. This ensures that all users, regardless of their physical characteristics, can use the product or service comfortably.

### 5.3 Collaborative Action

The School recognises the right of persons to refrain from disclosing their disability. It also sees the development of RA as a collaborative process between the School and PwD. The decision to exercise the right to refrain from disclosing a disability may render the School unable to provide a remedy for inclusion barriers in the service, working and learning environments.

### 5.4 Staff Empowerment

The School is committed to providing appropriate disability awareness training for staff and students. The aim of the training is to foster a shared value system based on the principles of disability inclusion. Where applicable, staff will also receive training to implement RA for teaching, learning, and the delivery of support services consistent with this Policy's principles and spirit.


### 5.5 Training

Training will empower staff to engage in practices that acknowledge, promote and support the dignity, agency and competence of all persons offered employment, a place in school programmes and those needing to access resources and services. To this end, training will focus on equipping staff to acknowledge and effectively rectify attitudinal, communication, technological and architectural inclusion and access barriers encountered by PwD. Staff will receive training to use effective modes, means, and formats for communication, programme and service delivery to eliminate these barriers. Training aims to provide solutions that allow for full inclusion in employment, professional development, career and academic advancement, and social and professional engagement.

## 5.6 RECRUITMENT AND SELECTION

The NMLS believes all job vacancies must be open to suitably qualified people of all abilities.

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### 5.7 Job Vacancy Postings

The School will communicate the commitment of the CLE to equal employment opportunities by ensuring that the CLE's policy statement on Equal Opportunities appears in all job postings.

The NMLS will also ensure that all measures are taken to ensure job postings are available in accessible formats.

### 5.8 Reasonable Arrangements

Once an applicant is suitably qualified and shortlisted for the position for which they applied, the School will offer reasonable arrangements at all stages of the recruitment and selection process, provided the job applicant has:

- a) indicated a disability on their application,
- b) the School becomes aware of it, or
- c) the applicant asks for reasonable arrangements.

These arrangements will be made with due consideration to factors that may constitute an undue burden to the employer.

The NMLS's Human Resources personnel and interviewing panel must carry out the recruitment and selection process without discrimination. They must understand that where RAs are requested/implemented, the purpose of these RAs is to mitigate barriers created by a disability or the environment and to facilitate working on an equal basis with others.

## 5.9 EMPLOYEES WITH A DISABILITY


### 5.10 Application for Reasonable Arrangements

Staff members diagnosed with disabilities may apply for RA in accordance with their medical practitioner's recommendations. Applications for these arrangements may be made through line managers or directly to the Human Resources Manager.

### 5.11 Employee Retention

Once an application has been made, the Human Resources Manager will make reasonable efforts to enable the employee who becomes disabled or whose level of disability increases to

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continue working in the post in which they were employed before these developments occurred.

Should it be established that the disability prevents the employee from resuming work in the post to which they were assigned when the disability developed, a suitable placement within the organisation will be found where possible. Where resumption of previous duties is not possible, the NMLS will act in accordance with the provisions of applicable laws, internal policies and the relevant Union Agreement.

### **5.12 APPLICATION FOR REASONABLE ARRANGEMENTS**

#### **5.13 Prospective and Registered Students:**

All applicants/students/returning students seeking arrangements for a disability should provide relevant medical certification as proof of their disability to the Registrar at the time of acceptance of the offer, upon registration, or at such other time as the Registrar may grant. The medical documents need to outline the RA recommended to support the PwD.

The Council of Legal Education Professional Law Schools Regulations 2016 (Regulation 15) provides that the Principal may require a student to be medically examined by a registered practitioner approved by the NMLS upon entry into the law school or at any subsequent time.


The Principal, if satisfied that the circumstances warrant, may permit the school to pay the fees for such medical certification if it falls outside of the provisions of the Health Insurance plan for students.

#### **5.14 Registered Student - Application for Reasonable Arrangements**

Students who wish to discuss and receive guidance regarding RA for a temporary or permanent disability should submit the necessary documentation to the Registrar at any point during their tenure. Regulation 33 (1) (d) and 30 (g) provides for RA in relation to examinations and assessments to be made by the Examination Committee.



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### 5.15 STUDENTS AND STAFF

#### 5.16 Medical Certification

Documents certifying the disability for which RA are being sought should:

- a) be no more than two weeks old for temporary conditions.
- b) be no more than three years old for a learning disorder or disability.

Persons with long-term disabilities may submit any existing certification.

Each application for RA will be handled on a case-by-case basis, and the NMLS reserves the right to request additional documentation as necessary.

- c) It should be noted that the school will require the medical report where the medical records indicate a timeline for reassessment of a diagnosis.

#### 5.17 Medical certification should:


- a) Indicate whether the disability is long-term or temporary.
- b) Outline the impact of the disability on the person's mobility and ability to function effectively within the NMLS environment.
- c) Recommend RA to support effective teaching, learning and assignments.
- d) Clearly indicate the name of the health professional and their credentials.
- e) Be legible and bear the medical professional's registration stamp.
- f) Appear on the official company letterhead, be dated, and signed.

#### 5.18 Disclosure of Medical Information

Persons seeking RA will be required to provide written consent to the School permitting the disclosure of the necessary information regarding their disability to the personnel/entities relevant to the processing and provision of the appropriate reasonable arrangements.

The permission form will be contained in the communication from the Registrar/Human Resources Manager indicating the approval of these arrangements. Disclosure requirements will be consistent with the Data Protection Act 2020.

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### 5.19 Processing of Requests for Reasonable Arrangements


The application for RA will be processed for approval within fourteen (14) working days of receipt of all relevant documentation.

The Registrar/Human Resources Manager will consult with the relevant HoD(s) and, where applicable, an external disability services advisor to consider RA requests. In considering and determining a request to grant reasonable and appropriate arrangements based on an individual's disability, the following will be considered:

- a) The disability.
- b) The recommendations of the practitioner/body certifying the disability.
- c) Program/course enrolment in the case of students,
- d) Job requirements and work arrangements in the case of staff.
- e) The impact of the proposed arrangement on anyone else affected, including the school, staff, and other students.
- f) The impact of the benefit and burden of implementing the RA.
- g) All legislation and regulations relevant to the provision of such arrangements.
- h) The relevant services, resources and facilities will be assessed to ensure that measures appropriate to mitigate the barriers caused by the disability are employed.
- i) Noting that when considering RA, the NMLS cannot compromise the performance expectations as outlined in a job description or the academic standards of a course or programme.

Provided the student/staff has submitted the approval for disclosure, the Registrar/Human Resources Manager shall communicate the details of the required RA to the relevant HoDs within five (5) working days of approval. The expense of providing an approved RA is not to be imposed upon the PwD.

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### 5.20 Application Response Timeline

Applicants should receive acknowledgement of RA requests from the Registrar/Human Resources Manager within five (5) working days of receipt, and a response should be communicated within ten (10) working days thereafter.

### 5.21 Adjustment of Reasonable Arrangements

Where arrangements have been made, and a student/ staff member benefiting from the provision of RA believes that these arrangements are not effective, they may seek additional assistance by writing to the Human Resources Manager or, in the case of students, the HoD responsible for the area under which the specific concern falls.

### 5.22 Refusal of Reasonable Arrangements

The NMLS may decline a request for RA based on the following:

- a) Failure to submit the information requested within the given timelines.
- b) The documentation submitted does not support the requested RA.
- c) The request is found to be unreasonable.
- d) The request places a disproportionate burden on the NMLS.

Where RA have been denied, the communication stating the decision to deny the arrangements to students/staff should contain the information relating to the Appeal process below.


### 5.30 Appeals

No one involved in the original decision to decline the RA request should sit on the appeals committee.

### 5.31 Student Appeal

The student may write to the Registrar requesting that the Disability Inclusion Appeals Committee (DIAC) for students hear an appeal against the decision. The Registrar must advise the student, in writing, that the appeals process requires their written consent for disclosure to DIAC members and any third party who may be consulted during deliberations of all relevant information, including sensitive personal data regarding their disability.

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The student must give their written consent before the appeal can be accepted.

- (a) The Registrar is required to convene a DIAC meeting to address the appeal within 10 working days of receiving the student's consent.
- (b) The DIAC's decision is final and should be communicated to the student in writing within three (3) working days of the decision.

### 5.32 Staff

To appeal a refusal of RA, the staff member may file an appeal to be heard by the DIAC for staff.

- (a) Within 10 working days of receipt, the HR Manager is required to convene a DIAC meeting to address the appeal.
- (b) The decision of the DIAC is final and should be communicated to the member of staff in writing within three (3) working days of the decision.

### 5.33 Composition of the Disability Inclusion Appeals Committee

The DIAC must consist of:


- a) The Principal who shall be Chair or her designate
- b) A member of staff nominated by the PwD
- c) A member of the academic staff nominated by the full-time academic staff

## 5.40 EVACUATION PROCEDURES

### 5.41 New Students and Employees

Once a PwD accepts an offer to study or to work at the School, the Registrar or the Human Resources Manager, as applicable, will make arrangements for an individual assessment of the evacuation support the person requires in an emergency. In so doing, the HoD will refer to the relevant section of the NMLSs' Occupational Health and Safety Policy and the supporting legislation.

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### 6.0 RESPONSIBILITIES

#### 6.01 Staff Disability Sensitisation

The Human Resources Manager, Senior Tutor and Director of the Legal Aid Clinic will be responsible for organising annual sensitisation and awareness sessions for staff and tutors to create a culture that is supportive of disability inclusivity.

#### 6.02 Communication of Approved Reasonable Arrangements

Once signed authorisation for disclosure of information related to the disability is received from the applicant, the Human Resources Manager and Registrar are responsible for communicating the arrangements to be put in place for the PwD. The disclosure will set the design and implementation of the RA in motion.

#### 6.03 Heads of Department

The HoD's have a responsibility to:


- a) ensure that their staff are trained, aware of, and follow this Policy.
- b) ensure that their staff participate in training that is appropriate for the effective implementation of this policy.
- c) communicate approved RA provisions to relevant staff to facilitate implementation.
- d) Work with the PwD to discuss, consider, and provide or, as appropriate, revise RA.

#### 6.04 The Person with a Disability

The Recipient of RA has the responsibility to:

- a) comply with all requirements supporting the NMLS's implementation of the agreed RA.
- b) ensure timely submission of documents to support requests for or adjustments to RA.
- c) Inform the Registrar or HR Manager of changes in their disability/disorder that may impact the provision of reasonable arrangements using documentation and channels prescribed by the NMLS,

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- d) Collaborate with the assigned officer or line manager on matters related to approved RA.
- e) In writing, advise the relevant HoD of any challenges experienced with implementing the approved RA in a timely manner.

### **6.1 Compliance, Monitoring and Review**

#### **6.11 Physical Facilities and Services**

The Property Officer, under the supervision of the Registrar, will undertake annual inspections of the School's physical facilities to identify and effectively remedy disability inclusion barriers in keeping with the principles of Universal Design. This review also includes monitoring the effectiveness of existing disability inclusion provisions.

#### **6.12 Digital and Technological Facilities/Infrastructure**

The Information Technologist under the supervision of the Principal, will conduct bi-annual reviews of IT applications and digital user interfaces within the technological infrastructure to identify inclusion barriers and apply effective remedies in keeping with the principles of Universal Design. This review also includes monitoring the effectiveness of existing disability inclusion provisions.

#### **6.13 Monitoring the Effectiveness of Reasonable Arrangements**


The effectiveness of implemented RA will be monitored for effectiveness within the first two months *of* implementation and periodically thereafter.

HoDs are responsible for designing, approving, communicating, and regularly monitoring the appropriateness and effectiveness of RAs.

#### **6.14 Policy Implementation and Effectiveness Review**

The Quality Assurance Manager is responsible for periodic review of the implementation and effectiveness of this Policy and its compliance with the relevant legislation, regulations, and codes of practice. The perspectives of all stakeholders will be considered in the evaluation.

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**6.2 Reporting**

6.21 Heads of Department - Annual

The HoDs shall review and report to the Principal each Academic Year regarding the implementation and effectiveness of this Policy.

**6.3 Records Management**

6.31 Heads of Department

HoDs must maintain all records relevant to administering this Policy in a secure official student recordkeeping system.

Documents must be easily retrievable and disposed of in accordance with The NMLS’s document retention schedule.


**7.0 ASSOCIATED DOCUMENTS**

1. Official Medical Records
2. Medical Information Disclosure Form
3. NMLS Occupational Safety and Health Policy (OSH).

**8.0 APPROVAL**

Current Document Revision #:	Rev 00
Revision Date:	October 28, 2024
Procedure Owners:	Registrar & HRM
Approval Authority & Date:	
Next Revision Date/Period:	October 2027
Document Revision Note:	

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Revision History

Last Revision #:	
Last Revision Date:	
Change Summary:	

**9.0 APPENDIX**



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**REFERENCES/ ENDNOTES**

<sup>i</sup> The Disabilities Act, 2014, section 2

<sup>ii</sup> Convention on the Rights of Persons with Disabilities and Optional Protocol, P.4

<sup>iii</sup> Convention on the Rights of Persons with Disabilities and Optional Protocol

<sup>iv</sup> Discrimination Defined, Adapted from <https://diversity.gmu.edu/discrimination-and-title-vii>

<sup>v</sup> Adapted from Discrimination: your rights: How you can be discriminated against - GOV.UK ([www.gov.uk](http://www.gov.uk)) retrieved on November 27, 2023

<sup>vi</sup> The Disabilities Act, 2014

<sup>vii</sup> NMLS Appointments Policies and Procedures

<sup>viii</sup> Coolset CSRD Glossary, Equal Opportunities retrieved from <https://www.coolset.com/csrd-glossary/equal-opportunities>

<sup>ix</sup> Convention on the Rights of Persons with Disabilities and Optional Protocol. P.4

<sup>x</sup> Adapted from General Medical Council, United Kingdom Who is a disabled person - GMC ([gmc-uk.org](http://gmc-uk.org))

Council of Legal Education Equal Opportunities Policy,


Council of Legal Education Professional Law School Regulations 2016

<sup>xi</sup> Convention on the Rights of Persons with Disabilities and Optional Protocol, P.4

Disabilities Act 2014 and the Disabilities Act Regulations

Data Protection Act 2020 (DPA)

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<sup>xii</sup> What is Neurodiversity, Harvard Health Publishing [What is neurodiversity? - Harvard Health](#)

<sup>xiii</sup> [Stanford Neurodiversity Project | Stanford Neurodiversity Project | Stanford Medicine](#)

<sup>xiv</sup> Neurotypical [Neurotypical: Definition, History, Characteristics \(verywellmind.com\)](#)

<sup>xv</sup> The Disabilities Act, 2014

<sup>xvi</sup> Adapted from the Disabilities Act 2014 and the CRPD, P.4

<sup>xvii</sup> Quality Assurance Policy of the Council of Legal Education-2008, p.56

<sup>xviii</sup> Universal Design – the key for inclusion and accessibility adapted from <https://blog.madeformovement.com/https://blog.madeformovement.com/universell-utforming-en-n%C3%B8kkel-til-inkluderings-og-tilgjengelighet>

United Nations Convention on the Rights of Persons with Disabilities