

<b>Document title</b>	Reasonable Adjustments Policy and Procedure
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## **KMMS Reasonable Adjustments Policy**

### **1. Introduction**

1.1. Kent and Medway Medical School (KMMS) is committed to providing an inclusive learning environment, in which all students have the opportunity to achieve their full potential. This includes the use of inclusive teaching practices, which are beneficial to all students and which also result in a reduced need for individual adjustments to be made. In addition, KMMS, as part of the University of Kent and Canterbury Christ Church University, has a legal responsibility to meet the requirements of the Equality Act (2010), which includes both active and anticipatory duties and applies to all aspects of a disabled student's experience. KMMS adheres to the GMC guidelines, specifically to the publication 'Welcome and Valued', in this regard. (See [GMC Guidance](#)) KMMS is also responsible for meeting the GMC standards of accreditation.

#### **1.2. These procedures should be considered in conjunction with:**

- Student Life and Wellbeing Strategy
- Student Referral to Specialist Support Services
- Student Support during Placements
- KMMS Assessment Strategy
- KMMS Low-level Concerns, Fitness to Study and Fitness to Practice Policy
- KMMS Attendance and Engagement Policy
- KMMS Countering bullying, Undermining and Harassment Policy
- Raising and Escalating Concerns Policy
- Dyslexia Screening Policy

### **2. Legal Requirements**

2.1. The Equality and Human Rights Commission has produced [guidance](#) to support Further and Higher Education providers to fulfil their legal duties under the Equality Act (2010).

2.2. In this guidance, specific advice is given with regard to the duty to provide reasonable adjustments for students with disabilities:

- 2.2.1. The duty to make reasonable adjustments requires education providers to take positive steps to ensure that students with disabilities can fully participate in their education and enjoy the other benefits, namely facilities and services which education providers provide for students. This goes beyond simply avoiding discrimination. It requires education providers to anticipate the needs of potential disabled students for reasonable adjustments and to make sure they have adequate resources for their implementation.
- 2.2.2. The duty to make reasonable adjustments is not a minimalist requirement of simply ensuring that some access is available to students with disabilities; it is, so far as is reasonably practicable, to approximate the access enjoyed by students with disabilities to that enjoyed by the rest of the student body. The purpose of the duty to make reasonable adjustments is to provide access to an education as close as is reasonably possible to the standard normally offered to students at large.
- 2.3. The duty to make reasonable adjustments comprises three requirements. For further and higher education providers, these requirements are:
  - 2.3.1. Where a provision, criterion or practice puts students with disabilities at a substantial disadvantage compared with those who are not disabled, to take reasonable steps to avoid that disadvantage.
  - 2.3.2. Where a physical feature puts students with disabilities at a substantial disadvantage compared with people who are not disabled, to take reasonable steps to avoid that disadvantage or adopt a reasonable alternative method of providing the service or exercising the function.
  - 2.3.3. Where not providing an auxiliary aid or service puts students with disabilities at a substantial disadvantage compared with students who are not disabled, to take reasonable steps to provide that auxiliary aid/service.
- 2.4. KMMS duties and responsibilities are therefore both active and anticipatory and apply to all aspects of the experience of students with disabilities.

### **3. Occupational Health**

- 3.1. In accordance with the KMMS Occupational Health Policy and Procedure, the Occupational Health service provider will follow-up with students whose Health Questionnaire suggests that reasonable adjustment may be required either by phone or face-to-face appointment, and determines what support might be required in clinical placements.
- 3.2. The Occupational Health service provider will communicate placement support information directly to Kent Student Support and Wellbeing Service via their online portal, to enable an adviser to follow up with students if any clarification or additional support is needed.

- 3.3. Kent Student Support and Wellbeing Service will include this information in a student's Inclusive Learning Plan (ILP) as required.
- 3.4. KMMS Student Life and Wellbeing Manager will have access to the names of students who have engaged and/or completed the process for monitoring purposes but will not be able to access information on the student's specific condition.

#### **4. Inclusive Teaching Practices**

- 4.1. To minimise the number of individual adjustments that are required and to ensure that students with disabilities have full access to modules delivered through the KMMS, staff are expected to consider the accessibility of their modules at the design stage, as part of the module specification documentation. Other opportunities to review the accessibility of courses could include course review stages and any point in the course when an activity is being added or changed or new material is being introduced.
- 4.2. To anticipate potential barriers on a module, core activities will be identified to consider what alternatives could be offered if, for any reason related to a disability or impairment, the student was not able to perform that activity or demonstrate the learning outcome as anticipated. Where possible, the solution will be designed into the course from the outset. Similarly, awareness of possible solutions will be recorded/shared, so that prompt action can be taken to implement these alternatives, if they are ever required.
- 4.3. [Kent Inclusive Practices](#) (KIPs) offer guidance on simple but powerful mainstream adjustments to learning and teaching delivery and are informed by analysis of the most frequently requested adjustments. Embedding these adjustments will improve the learning environment for all students, reduce the need for retrospective adjustments and lessen the reliance upon individual learning plans. The [guidance for delivering KIPs in academic roles](#) document indicates how to embed KIPs within a school to ensure that everyone has access to the resources and information they need to study independently.

#### **5. Reasonable Adjustments**

- 5.1. In determining whether an adjustment is reasonable, it is important that competence standards should not be compromised. Section 28S (11) of the Human Rights and Equality Act (2010) defines a competence standard as an 'academic, medical or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability. **Reasonable adjustments will not apply to competence standards, but they will apply to the way that standards are assessed**

5.2. There are a number of reasonable adjustments that are well embedded in the practices of both Universities and these should be taken as a baseline, requiring no interventions except the organisation and delivery of the adjustment.

5.3. The KMMS programme will include module and curriculum change reviews to ensure reasonable adjustment is considered.

5.4. All students who require reasonable adjustments to be made, will be supported and coordinated by the KMMS Student Life and Wellbeing (SLW) team, involving occupational health services, as required.

## **6. Admissions Process**

6.1. If a student discloses a disability (including physical impairments, long term medical conditions, Specific Learning Difficulties and mental health conditions) on their application, this information will be kept confidential from the admissions team in the first instance, so that it is clear to students that the decision regarding their application is considered on the same basis as any other students.

6.2. Queries regarding reasonable adjustments will be handled by the University of Kent's Student Support and Wellbeing Team.

6.3. All students who are made an offer for KMMS, will be asked to complete an Occupational Health form, which will be returned directly to the Occupational Health service provider.

6.4. Where required, reasonable adjustments will be made to the admissions process itself, including interviews and related activities, as long as these adjustments are consistent with reasonable adjustments which would be permitted on the course.

## **7. Course Delivery**

### **7.1. Occupational Health Service**

7.1.1 The Occupational Health service provider will work closely with the University of Kent's Disability Adviser for KMMS to consider the needs of any disabled learners, particularly with regard to adjustments that may be required to undertake clinical placements.

7.1.2 Advice on necessary adjustments can be given without KMMS needing to know the details of the student's clinical condition, thereby not breaching confidentiality and maintaining appropriate boundaries.

7.2. The Medical School will publish examples of the adjustments it considers reasonable to make for medical students, to help students feel comfortable about asking the medical school to make reasonable adjustments for them.

7.3. All students who require reasonable adjustments to be made, will be invited to meet with a wellbeing/mental health adviser at the University of Kent, to discuss the creation of an ILP. The adviser will record study-related adjustments with the student and record these on the ILP.

7.4. In addition, the recommendations of the Occupational Health service provider will be incorporated into the ILP, particularly in relation to adjustments which might be required on placements and/or in clinical settings. The use of a 'support card', similar to that used in BSMS and other Medical Schools is being considered.

7.5. KMMS will develop and maintain mechanisms that enable good working relationships with Kent Student Support and Wellbeing Service and the Occupational Health service provider.

7.6. The ILP, will include a section on Placement support and will advise on the reasonable adjustments required but will not contain details of the student's specific condition.

#### 7.7. Recording of lectures

7.7.1. In order to enable the distributed nature of our course delivery Digital Lecture Capture (DLC) will be the norm. This also provides an anticipatory and discreet adjustment which is beneficial to all students.

7.7.2. If DLC is not being used for a particular learning event, students will be permitted, after seeking consent from the lecturer or tutor, to make audio recordings of lectures using their own equipment, if specified on their ILP.

7.7.3. Where it is inappropriate for students to record seminars (or another student objects), it is best practice to conclude with a plenary and refer the students to the module / session outline to review the areas covered.

#### 7.8. Provision of teaching material in advance

7.8.1. This will be the normal practice for all KMMS teaching events. The purpose of this is to enable all students to prepare in advance for the lecture/seminar.

- 7.8.2. While all students might benefit from this, for students who have slow reading/processing speed, difficulties with concentration/handwriting or other related difficulties, it can be essential that they have advance access to sufficient material in order to enable them to fully engage with the class itself (preferably at least 24 hours in advance).
- 7.8.3. This requirement will be met in a number of ways, depending on the subject matter and the preferred mode of delivery. These may include:
- copies of presentation material (e.g. PowerPoint slides)
  - direction to a specific part of a core text.
  - comprehensive or annotated summary of the material to be covered.
- 7.8.4. If material is not being provided to all students in advance (e.g. via the virtual learning environment or in the module guide), it should be emailed in advance to the students who have this specified on their ILP.

## 7.9 Examination arrangements and in-class assessments

- 7.9.1 Examples of possible reasonable adjustments for KMMS assessments may include:
- extra time: 25% extra time in written examinations including 'in-class' assessments:
    - in some instances, where a student has complex needs or more than one difficulty, the ILP may indicate a greater percentage of extra time. Allowances greater than 25% will be peer-reviewed within KMMS Student Support and Wellbeing. Online tests should take account of any required extra time provision.
  - the provision of separate and individual rooms for written examinations, or examination rooms with fewer students (e.g. up to 10/room)
  - amanuensis and/or reader; University of Kent Student Support and Wellbeing Service can make available scribe support for in class assessments, with at least one week's notice before the assessment
  - use of a PC with appropriate assistive software as stated in ILP
  - coloured answer book or paper as indicated in ILP
  - ergonomic furniture may sometimes be required and will be specified on the ILP

## 7.10 Coursework

7.10.1 Examples of possible reasonable adjustments for KMMS coursework assessments may include:

- consideration when marking:
  - when marking the coursework of students with a Specific Learning Difficulty the marker should be aware that students may experience difficulties with spelling, grammar and punctuation.
  - if the core learning aims have been met and the argument is clear, the student should not be penalised for such errors
- permission to request extensions:
  - There may be occasions when, for reasons related to their disabilities, some students are unable to adhere to coursework deadlines. In these circumstances, due consideration should be given to a request for a coursework extension.
  - students are advised that they must request extensions in advance, wherever possible, and that they should follow the standard extension request procedure for their School, other than any requirement for medical evidence.

## 7.11 Alternative Forms of Assessment

7.11.1 Where a student requires an alternative form of assessment, this should be considered on a case by case basis. Wherever possible, adjustments to assessments will be provided without compromising competence standards. These should be discussed in collaboration between the relevant adviser and the academic school.

7.11.2 In order to determine whether a request for an alternative assessment is reasonable, consideration is taken of the impact of the student's impairment on their ability to undertake the prescribed mode of assessment. For a request to be reasonable, the student would have to be placed at a significant disadvantage compared to a non-disabled student, were they to undertake the prescribed mode of assessment.

## 7.12 Placement Adjustments

7.12.1 It is the Universities' responsibility to ensure that reasonable adjustments are put in place for disabled students during any practice/work placements and fieldtrips that are a compulsory element of their programme of study.

- 7.12.2 A Placement Learning Support Plan (PLSP) will be created for students who require adjustments for the above.
- 7.12.3 The PLSP will prepare all parties (student, academic & placement staff) to ensure a successful placement experience is achieved. In so doing, potential barriers will be identified, and measures taken to address and adjust for these wherever it is reasonably practicable to do so.
- 7.12.4 Wherever possible, clinical educators should be enabled to work with the student and academic colleagues in the development of the PLSP. This will give an opportunity to factor in their knowledge of the specific placement environment during the development of the PLSP.
- 7.12.5 The PLSP will be regularly reviewed to ensure it accurately outlines the student's support requirements. These may vary, depending on the placement environment in which the student is working. Students should have the opportunity to review their PLSP prior to each new placement learning environment. Any students with concerns regarding the implementation of the proposed reasonable adjustments should contact the School Student Support team at the earliest opportunity.

### 7.13 Additional Considerations

Further consideration will be needed in relation to the appropriateness of some of the above adjustments in the context of training provided by KMMS. Some useful guidance is provided by the Higher Education Occupational Physicians/Practitioners (HEOPS) – see **Appendix 1**, which indicates the potential adjustments are compatible with patient safety (the list not exhaustive).

## 8. Medical Licensing Assessment

- 8.1 The GMC is in the process of developing a Medical Licensing Assessment for all doctors wishing to practise in the UK. It is intended that this will be implemented from 2022 (with a pilot before then). For doctors trained in the UK, many Medical Schools are considering if this can be built into their final year exams, so as not to have a standalone exam. However, if the GMC also specifies what reasonable adjustments are/are not allowed for the MLA, it is likely that this will have an impact on the types of reasonable adjustments that are considered acceptable in medical schools. For the moment, this is something to keep under review.

**Appendix 1.**

**KMMS Procedure on Reasonable Adjustments and the Implementation of Inclusive Learning Plans/Practice Support Plans**

**1. Introduction**

- 1.1. All students should be assessed using methods which enable them to demonstrate that they have met the learning outcomes of the course. In some cases, this may require the teaching and/or assessment methods to be adapted, to meet an individual student's needs, in accordance with the institution's legal responsibility to make reasonable adjustments.
- 1.2. In order to enable the distributed nature of our course delivery Digital Lecture Capture (DLC) will be the norm. This also provides an anticipatory and discreet adjustment which is beneficial to all students. If DLC is cannot be used for a particular learning event, students will be permitted to make audio recordings of lectures using their own equipment, if specified on their Inclusive Learning Plan (ILP). Where it is inappropriate for students to record seminars (or another student objects or if a patient is included in the teaching session), it is best practice to conclude with a plenary and refer the students to the module / session outline to review the areas covered.
- 1.3. Provision of teaching material in advance is expected to be the norm for all teaching activities. Although all students might benefit from this, for students who have slow reading/processing speed, difficulties with concentration/handwriting or other related difficulties, it can be essential that they have advance access to sufficient material in order to enable them to fully engage with the class itself (preferably at least 24 hours in advance). This requirement could be met in a number of ways, depending on the subject matter and the preferred mode of delivery. These may include:
  - copies of presentation material (e.g. PowerPoint slides)
  - direction to a specific part of a core text
  - comprehensive or annotated summary of the material to be covered
  - if material is not being provided to all students in advance (e.g. via the virtual learning environment or in the module handbook), it should be emailed in advance to the students who have this specified on their ILP by the KMMS Curriculum and Assessment team.

**2. Procedure for the determination of reasonable adjustments by the University of Kent Student Support and Wellbeing Service.**

- 2.1. Consideration of reasonable adjustments will commence at the point when the student first discloses. Hence, if an applicant indicates a disability, long term medical condition, Specific Learning Difficulty (SpLD) or mental health difficulty on their UCAS application, they will receive communication from Student Support and Wellbeing at

the University of Kent, prior to starting their course, with information regarding the support which will be available to them, including guidance regarding what evidence they will need to provide. A flow-chart of the processes involved are listed in **Appendix 1**.

- 2.2. If a student discloses a disability on their application, this information will be kept confidential from the admissions team in the first instance, so that it is clear to students that the decision regarding their application is considered on the same basis as any other students. Queries regarding reasonable adjustments will be handled separately by the Student Support and Wellbeing Team at the University of Kent. Where required, reasonable adjustments will be made to the admissions process itself, including interviews and related activities, as long as these adjustments are consistent with reasonable adjustments which would be permitted on the course.
  - 2.2.1. Students will also have the opportunity to undertake online dyslexia screening, as detailed in the KMMS Dyslexia Policy. Students whose screening suggests further assessment will be invited to contact Kent Student Support and Wellbeing Service for advice and follow-up.
- 2.3. Formal evidence from an appropriate professional will be required before reasonable adjustments can be implemented. The student will be invited to meet with a specialist adviser (disability/SpLD/Mental Health) at the University of Kent, to discuss the evidence they have provided and to agree on any reasonable adjustments that they require in academic setting.
- 2.4. Where a student is on placement and/or unable to attend an appointment, a telephone/video-linked appointment can be made, to prevent unnecessary delay. Students can also meet with a specialist adviser (disability/SpLD/Mental Health) at the Medway campus, if that is more convenient.
- 2.5. If students think that they might have an SpLD but do not have formal evidence of this, they will be given the opportunity to have a screening conducted by the University of Kent Student Support and Wellbeing Service with referral for a full assessment, if required.
- 2.6. Common adjustments, including those which have been defined by Health Education Operational Practitioners ([HEOPS](#)) as 'common adjustments which are compatible with patient safety' are listed in **Appendix 2**. If required by a student, these adjustments can be included on an ILP without further consideration. More complex requirements or adjustments which may need to vary according to the activity being taught and/or assessed will be discussed with relevant staff in the School before being implemented on the ILP. In order to prevent delay in the rest of the ILP being issued, it can, where necessary, be an iterative process, with issues being highlighted as requiring further discussion before an adjustment is approved. This process will be as transparent as possible, thus enabling the student to have a voice in what strategies might be workable for them.

2.7. Adjustments listed by HEOPS as 'unlikely to be reasonable in the working environment, or likely to place patients at risk' are listed in **Appendix 3**, however consideration would be made on a case by case basis to ensure objective justification is made in any situation where an adjustment is considered not to be possible. It is likely that this will require a joint discussion between KMMS, University of Kent Student Support and Wellbeing and Occupational Health, with possible consideration by the Fitness to Practise panel.

### **3. Inclusive Learning Plans**

3.1. Includes the agreed adjustments, which will be documented on the student's Inclusive Learning Plan (ILP). The ILP will not include details of the student's condition, unless this is required for safety reasons or the student specifically requests that this information is shared.

3.2. As soon as the ILP is completed, it will be instantly visible to the KMMS Student Life and Wellbeing team and the student via the Student Record System. The Deputy Academic Lead for Student Life and Wellbeing will be responsible for overseeing the implementation of the reasonable adjustments documented in the ILP. Implementation of individual ILPs will be case dependent. In addition to working with the ILP author this may include contacting relevant parties, including the Deputy Academic Lead for Student Life and Wellbeing, Head of Year, Curriculum and Assessment Manager and Personal Academic Tutors, when necessary while adhering strictly to confidentiality procedures. If any queries are raised regarding the appropriateness of an adjustment in relation to a particular activity, this should be communicated to the author of the ILP as soon as possible, so that an alternative suitable adjustment can be discussed and agreed.

3.3. The ILP is also instantly visible to the student via their Student Record. If the student feels at any time that an adjustment is not working (e.g. their condition has worsened or an adjustment does not appear to be working effectively), it is the student's responsibility to communicate with the relevant specialist adviser to alert them to this, so that alternative reasonable adjustments can be discussed and agreed. Students will be advised that they should share any changes to their ILP with the KMMS Student Life and Wellbeing Manager, who will ensure the changes are implemented in a timely way.

3.4. Where a student requires an alternative form of assessment, this should be considered on a case by case basis. Adjustments to assessments may be provided without compromising competence standards. These should be discussed in collaboration with the relevant adviser and the Academic Lead for Assessment.

3.5. In order to determine whether a request for an alternative assessment is reasonable, consideration is taken of the impact of the student's impairment on their ability to undertake the prescribed mode of assessment. For a request to be reasonable, the

student would have to be placed at a significant disadvantage compared to a non-disabled student, were they to undertake the prescribed mode of assessment.

#### **4. Practice Learning Support Plans**

- 4.1. It is the Universities' responsibility to ensure that reasonable adjustments are put in place for disabled students during any practice/work placements and fieldtrips that are a compulsory element of their programme of study. A Practice Learning Support Plan (PLSP) will be created for students who require adjustments for the above.
- 4.2. All students will require Occupational Health (OH) clearance before they go on placement. The OH Practitioner will advise on appropriate adjustments that the student will require on their clinical placements and will send a report directly to the University of Kent Student Support and Wellbeing Service, for inclusion in the student's ILP/PLSP.
- 4.3. The PLSP will be communicated to the KMMS Lead for Placements by the University of Kent Student Support and Wellbeing Service as part of the ILP. It will be uploaded onto the student's record in the Student Record System as above, so that the student can access it and/or download it at anytime, anywhere.
- 4.4. With the student's consent, the KMMS Lead for Placements will be responsible for ensuring that all Local Education Providers (LEPs) are informed of any reasonable adjustments required for a student on placement.
- 4.5. For more complex adjustments, the student, Deputy Academic Lead for Student Life and Wellbeing, LEP and specialist adviser in Student Support should be involved in early discussions in advance of the placement, to ensure that there is clarity as to how the adjustment(s) will be implemented in practice. The student will be encouraged to confirm the adjustment(s) with the provider when they arrive on site and raise any concerns or queries immediately if the adjustment (s) is/are not being implemented and/or is/are not adequate for the specific setting. This should be handled via the Raising and Escalating Concerns on Placement Procedure.
- 4.6. As part of the service level agreement (SLA), each LEP will be informed of the expectation that they will abide by KMMS policy and procedure, including on Reasonable Adjustments.
- 4.7. The LEP will implement and fund where appropriate adjustments as defined by the student's Practice Learning Support Plan. If an LEP has any query regarding the appropriateness of an adjustment in relation to a specific placement activity, this should be communicated to the KMMS Student Life and Wellbeing Manager as soon as possible. The following are examples of possible placement adjustments (list not exhaustive):
  - geographical location of placement & parking facility

- sympathetic clinical rotations/ shift pattern
- avoidance of high-risk clinical activities
- assistive technology, such as amplified stethoscopes
- increased supervisory support.

4.8. The PLSP will be regularly reviewed to ensure it accurately outlines the student's support requirements. These may vary, depending on the placement environment in which the student is working. Students should have the opportunity to review their PLSP prior to each new placement learning environment. Any students with concerns regarding the implementation of the proposed reasonable adjustments on placement should contact their adviser at the University of Kent SSWS at the earliest opportunity.

## **5. Temporary Adjustments**

5.1. Students will be advised via the Student Handbook and KMMS webpages that, if they require temporary adjustments, they should discuss this in the first instance with the KMMS Student Life and Wellbeing Manager.

5.2. Requests for temporary adjustments could potentially be requested in situations including, but not limited to:

5.2.1. where a student has sustained an injury such as a broken limb;

5.2.2. where a student is experiencing a distressing life-event, such as bereavement;

5.2.3. where a student is pregnant

5.2.4. where a student is requesting a reasonable adjustment for religious observance.

5.3. In most cases, the KMMS Student Life and Wellbeing Manager will be able to facilitate a direct solution (e.g. enabling the student to change to a different placement if travel is temporarily more difficult; assisting the student with catching up on any missed activities due to short-term absences). If necessary, the KMMS Student Life and Wellbeing Manager will refer the student to Occupational Health for advice on any temporary placement-based adjustments.

5.4. The KMMS Student Life and Wellbeing Manager will also be able to refer the student to a specialist adviser (disability/SpLD/Mental Health etc) for a temporary ILP, if the student's situation has resulted in health-related issues which are likely to last for an extended period and or have resulted in more complex learning/assessment requirements.

5.4.1. As above, this will all be subject to review at any time and will be actioned in line with confidentiality procedures. At times information sharing may be necessary to implement and follow up with learning and assessment required adjustments and this will be carried out on a case by case basis and only after seeking consent from the student to do so.

## **6. Reviewing reasonable adjustments**

- 6.1. Students who have reasonable adjustments in place via ILP/PLSP's are invited to review their reasonable adjustments, if required, annually.
- 6.2. In addition, students are reminded to inform KMMS Student Life and Wellbeing and their Disability Support Adviser at any time in their studies if there is a change of circumstance (e.g. a fluctuation in their condition or a change need in the adjustment provided to reduce barriers).
- 6.3. If the KMMS Student Life and Wellbeing Manager is aware of any changes that occur during the teaching term (e.g. moving to a different placement), an immediate referral can be made to Occupational Health for a review of placement-based adjustments, if required.
- 6.4. The KMMS Student Life and Wellbeing Manager will also inform the specialist advisers of any changes to the assessment type so any further reasonable adjustments required can be added to the ILP, as described above.

### **Appendix 2.**

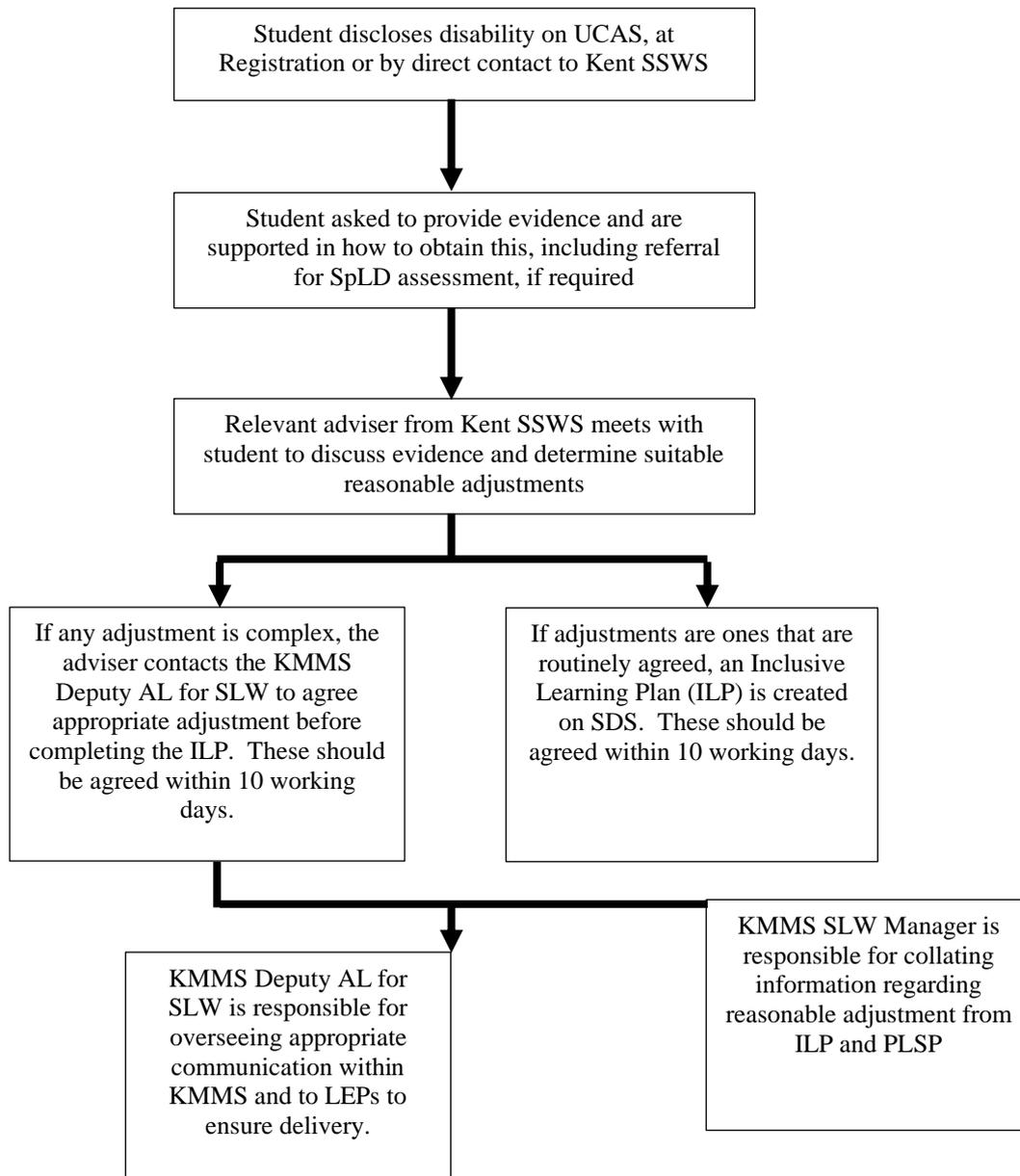
Higher Education Occupational Practitioners (HEOPS) also indicate that the following adjustments are 'unlikely to be reasonable in the working environment, or likely to place patients at risk'. The list is not exhaustive and is not prescriptive and will be decided on a case by case basis:

- extra time in clinical examinations which are a time limited assessment of skills and knowledge, where patient safety depends on time-critical performance
- provision of a personal assistant to read or write on behalf of the student
- provision of a personal assistant to undertake numerical calculations on behalf of the student
- provision of a personal assistant, qualified to practise in the relevant discipline, to undertake mandatory practical procedures listed by the regulatory body as mandatory competencies for the discipline
- permission to be absent permanently from training placements.
- exemption from any mandatory competencies published by the relevant statutory regulatory body
- adjusted training hours and times are sometimes available to students in the academic environment. However, after graduation and registration, similar adjustments to working hours might not be possible, and could be linked to corresponding adjustments in salary. Less than full time employment could be a

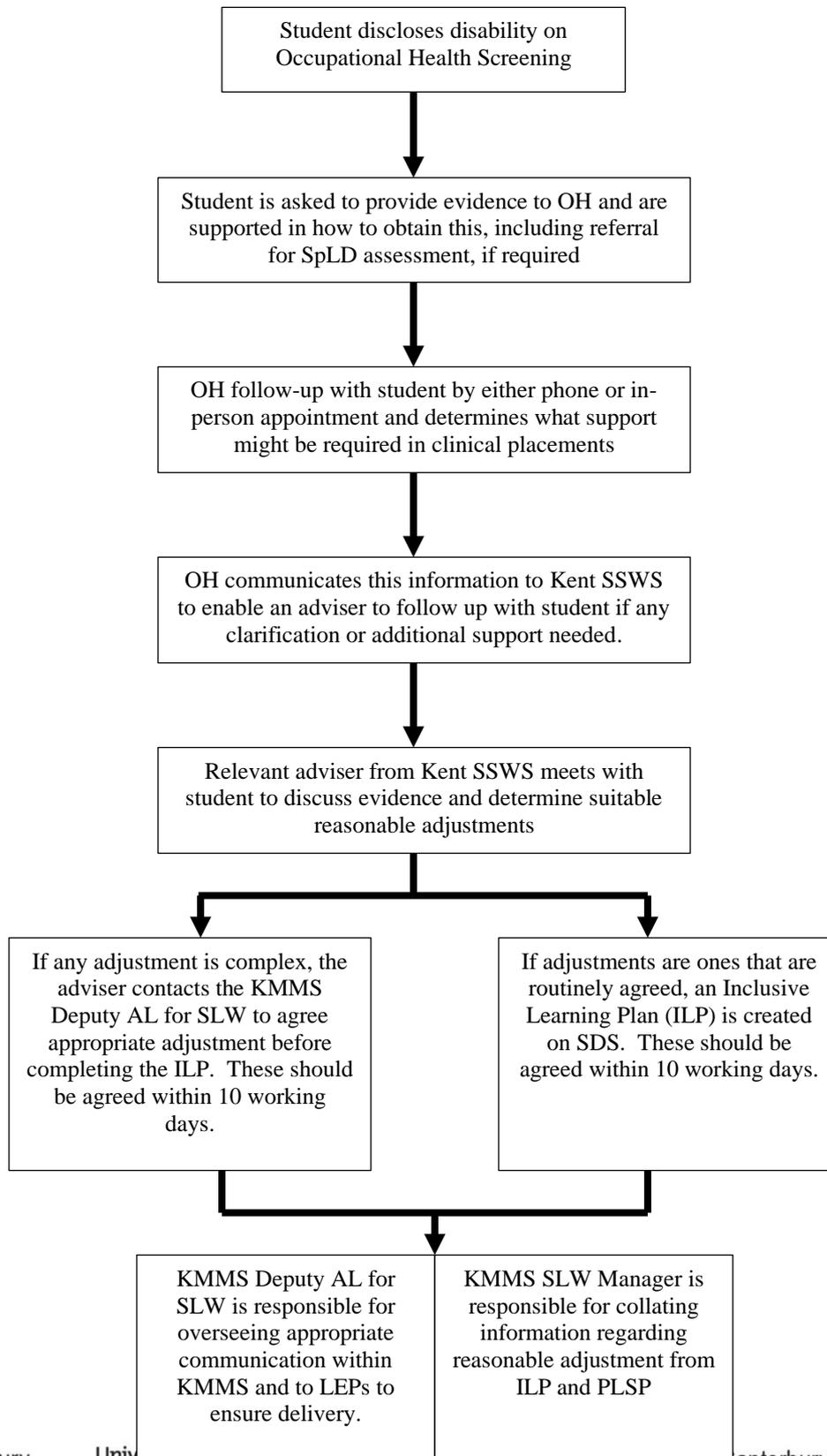
reasonable adjustment after graduation and so would not necessarily exclude a student from full time training, with adjustments to give time off for medical treatment

- coloured paper for all records cannot be guaranteed under all conditions of professional practice
- electronic recording devices are not reasonable for all clinical environments. Dictation of clinical records during some clinical activities is impractical and could impair patient safety in areas such as infection control
- during academic written examinations, it may be possible for some training institutions to offer a choice of information on paper or on computer media. This choice cannot be guaranteed in the workplace under conditions of professional practice. In addition, many regulators make communication using all routes and all media, including electronic media, a mandatory competency.

**Appendix 3. Procedure on Reasonable Adjustments and the implementation of Inclusive Learning Plans/Practice Support Plans following direct contact with KSSW or disclosure via UCAS:**



**Procedure on Reasonable Adjustments and the implementation of Inclusive Learning Plans/Practice Support Plans following OH Screening:**



**Procedure on Reasonable Adjustments and the implementation of Inclusive Learning Plans/Practice Support Plans following KMMS Dyslexia Screening:**

