

KMMS Reasonable Adjustments Glossary

The document has been sectioned for ease of reading but there is an overlap between sections and details in one can be inferred/ applied to another e.g., use of an ergonomic chair applies to exams but also may apply to tutorials/project work.

Exams

All exam adjustments require a **minimum of 3 weeks' notice** before an exam to ensure the adjustment can be implemented. If less notice is being given, we can attempt to accommodate but there is no guarantee we will be able to do so.

- AKT = Applied Knowledge Tests
- OSCE = Objective Structured Clinical Examination

Adjustment	Details
25/33/50% extra time	Applied to all AKTs. If extra time is required in OSCEs or presentations this must be specified (as described below)
Smaller/individual room	This may indicate the number of people in the examination room, e.g., up to 10 students in one room.
Food and drink/requests for medication	Student can eat, drink and take medicine during the exams.
Access to toilet facilities	Applied when students need to close to a toilet and an invigilator needs to be available to accompany them to the toilet facilities.
Rest breaks	Students can rest within the exam room or ask for an invigilator to take them outside the room. Rest breaks are not on a stopwatch and the exam will still finish at the same time. Students may or may not have extra time
Ergonomic Chair/keyboard/screen	Please specify exactly what equipment is needed and who is to provide it.
Extra time (ET) – OSCE reading	50% extra time given to read the task before entering station
Extra time – OSCE station	Extra time given within the OSCE station to complete the task. The amount of ET is set as one minute in year 1 and 2 and one and half minutes in year 3-5.

Other Assessments

Adjustment	Details
Consideration around deadlines	Students need to follow school policy to request an extension and/or deferrals, but do not need to provide additional evidence beyond their ILP
Consideration around attendance	This student may be absent more frequently due to a medical condition, or to attend hospital appointments. The student does not have to provide a new piece of evidence

	<p>for every absence. However, they must complete leave of absence forms for each absence.</p> <p>Although students with this requirement may require more flexibility with attendance and/or assistance with catching up on what they have missed, they still are required to meet the learning outcomes of their course, follow school procedures in reporting absences, and meet the minimum attendance allowance of 80% of compulsory teaching.</p> <p>Flexibility and support to enable the student to catch up should be provided wherever possible (e.g., attending a different lab session if they were unable to attend the one they were scheduled to attend).</p>
Consideration around presentations	<p>Students with speech difficulties, communication difficulties (including autistic or SpLD students), or mental health difficulties may benefit from alternative formats for presentations, such as presenting to a smaller audience, presenting 1:1 with the academic, or, in some rare cases, being able to choose their presentation group. Students should develop presentation skills, and therefore different adjustments to presentations should be considered.</p> <p>Students must discuss potential adjustments with SLW/module lead.</p>
Extra time for presentations	All presentations are timed. If students require extra time for question and answers, please specify.
SpLD assessment – marking and feedback	Student should not be marked down for spelling or grammar where these are not central to the assessment. Instead, focus marking on how well the student has communicated their understanding of the subject. In some circumstances, such as for medical terminology, it may be important spelling is correct.

Learning and teaching

Adjustment	Details
Do not draw attention to student if late or needing to leave early	<p>Academic staff need to be aware of students who require this.</p> <p>This adjustment generally relates to lectures.</p> <p>During small group work, the student should let their academic in charge aware if they need to leave to assist with the management of the learning task.</p> <p>In a clinical setting it may not be safe or appropriate to leave, therefore the student must speak to the staff member in charge before exiting.</p>
Rest breaks	Regular breaks where possible. The student must discuss this with the academic team.

	Regular breaks may not always be possible on Placements or where this may disrupt the learning of other students (paired work) in the simulated environment.
Avoid putting on spot	Avoid unexpected questioning or being asked to read out aloud. Academic staff to avoid on the spot questions due to differences in information processing, or due to heightened anxiety – please discuss with the student. Student should not be under pressure to contribute to teaching sessions when experiencing heightened anxiety. Please note in some situations students will have to be asked questions on the spot for safety reasons, e.g., when working with patients on a ward.
Be aware may need processing time to answer questions	
Provide information in verbal and written format	
Allow assistive technology to be used	Student uses assistive technology or software to access studies. Specialist software is used such as a screen reader, voice dictation software, magnification software, note taking software or literacy software. During certain activities assistive software may be able to be used, in the Anatomy Learning Centre for instance, and there will be occasions when recording is not appropriate.

Placement

Adjustment	Details
Placement allocation	Placement coordinator to consider location, distance, travelling time to placement etc. as specified in ILP when allocating placements, subject to constraints in placement provision.
Off campus support	Student should discuss any additional needs in good time with their placement provider
Consideration around attendance	This student may be absent more frequently due to a medical condition, or to attend hospital appointments. (see notes above)
Designated parking	Parking should be provided on the placement site, where possible. Consideration should be given to the availability of parking when allocating placements.
Rest breaks	See notes above under 'learning and teaching'

Unnecessary

Adjustment	Details
Use of PC during exams	Our exams are computer based. The student will be expected to use their own device (or use a PC) to complete the exam; if specific equipment is required, please specify this.
Use of specialist software during exams	Software is not compatible with our exam browser. There are inbuilt tools to adjust font size/colour of screen.

Contact details

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<https://www.kent.ac.uk/student-support>

KMMS Student Life and Wellbeing (SLW)

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