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KMMS Reasonable Adjustments Policy

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1. Introduction

1.1 Kent and Medway Medical School (KMMS) is committed to creating an inclusive, equitable and supportive learning environment in which all students can participate fully and achieve their potential. We recognise that students bring diverse experiences, strengths and needs to medical education, and we are committed to reducing barriers to learning, assessment, and clinical participation wherever possible.

1.2 This commitment extends to all aspects of the programme, seeking to ensure that disabled students and students with long-term medical conditions have equitable access from point of application and throughout the duration of the programme.

1.3 As part of the University of Kent and Canterbury Christ Church University, KMMS is committed to fulfilling its responsibilities under the Equality Act 2010, including both the anticipatory duty to consider and remove barriers for disabled students and the duty to make reasonable adjustments where required. These responsibilities apply across all aspects of the student experience.

1.4 KMMS is guided by the General Medical Council's principles and expectations, including those set out in *Welcomed and Valued: Supporting Disabled Learners in Medical Education and Training*. We are committed to fostering a culture in which disabled students are welcomed, respected, and supported to succeed in medicine.

1.5 At the same time, KMMS has a responsibility to ensure that all graduates meet the professional, academic, and clinical competence standards required by the General Medical Council's *Outcomes for Graduates* and are prepared to practise safely and effectively as doctors. Reasonable adjustments may change how students access learning opportunities or demonstrate their achievement, but they cannot remove or alter the competence standards that all medical graduates must meet.

2. Occupational Health

2.1 Occupational Health may provide advice regarding adjustments and support arrangements, particularly in relation to clinical placements. Recommendations may be shared with the University of Kent Student Support and Wellbeing Service and incorporated into a student's Inclusive Learning Plan (ILP) and/or Placement Learning Support Plan (PLSP), in accordance with confidentiality, data protection and information-sharing arrangements. Relevant members of the KMMS Student Life and Guidance Team may access information necessary to coordinate, review and implement agreed support arrangements.

3. Inclusive Teaching Practices

3.1 Accessibility and inclusion are considered throughout the design, delivery and review of teaching, learning activities and assessments. By embedding inclusive practices across the curriculum, KMMS aims to reduce barriers to participation, provide equitable access to learning opportunities and reduce reliance on individual support arrangements. KMMS promotes the use of Kent Inclusive Practices (KIPs) to support accessible and inclusive learning and teaching.

4. Reasonable Adjustments

4.1 Where barriers to participation, learning, assessment or placement learning are identified, reasonable adjustments may be put in place to reduce disadvantage and support students in demonstrating their knowledge, skills and abilities.

4.2 In considering reasonable adjustments, KMMS must also ensure that all students meet the academic, professional and clinical competence standards required for progression and graduation from the programme. Reasonable adjustments may change how a student accesses learning opportunities or demonstrates achievement, but they cannot remove, lower or replace the competence standards that all students are required to meet.

4.3 All requests for reasonable adjustments will be considered individually, taking account of the student's circumstances, the requirements of the programme, relevant legislation, GMC guidance, patient safety considerations and sector guidance, including that produced by the Health Education Occupations and Professional Standards (HEOPS) network. Examples of adjustments requiring careful consideration because of competence standards, professional requirements or patient safety are provided in Appendix 2 of the Reasonable Adjustments Procedure.

5. Timescales and Review of Decisions

5.1 KMMS will acknowledge requests for reasonable adjustments within five working days and will contact the student within that period to agree next steps, including consideration of any urgent interim support.

5.2 The time needed to reach and implement a decision will depend on the nature and complexity of the adjustment, the information available, and whether consultation with other services is required. If further consultation is required, KMMS will agree the timing of a full discussion and decision with the student and will communicate an indicative timetable for next steps in writing.

5.3 Where an assessment, placement or other time-critical activity is imminent, KMMS will consider whether reasonable and proportionate interim adjustments can be put in place as a priority while further consideration is ongoing.

5.4 Students who disagree with a decision about reasonable adjustments, or who have concerns about the implementation of agreed adjustments, should first raise the matter with the KMMS Student Life and Guidance Team. The concern

will be reviewed with the student and, where appropriate, with relevant University, academic, Occupational Health, placement or other specialist colleagues.

5.5 Where a concern cannot be resolved, students may use the KMMS Student Complaints Procedure. Where a student wishes to challenge an academic decision or outcome, the KMMS academic appeals process will apply. Students will be signposted to the appropriate procedure and will not be disadvantaged for raising a concern or complaint.

6. Admissions Process

6.1 If an applicant discloses a disability, long-term health condition, specific learning difference (SpLD), mental health condition or other disability-related support need as part of their application, this information will not form part of the academic selection process. Information relating to disability or support needs will be handled separately and confidentially and will only be shared with staff who require it for the purpose of arranging support or reasonable adjustments.

6.2 Queries regarding disability support and reasonable adjustments during the admissions process will be managed by the University of Kent's Student Support and Wellbeing Service.

6.3 All applicants who receive an offer of a place at KMMS will be required to complete an Occupational Health questionnaire. This information will be provided directly to the Occupational Health service provider and will be used to identify any support requirements, including those that may be relevant to participation in clinical placements.

6.4 Where appropriate, reasonable adjustments will be made to the admissions process, including interviews and related selection activities, to ensure that applicants can participate on an equitable basis. Adjustments will be considered on an individual basis and will be designed to enable applicants to demonstrate their abilities and suitability for the programme without compromising the purpose of the assessment or the professional requirements of the course.

7. Course Delivery

7.1 Students who require reasonable adjustments will be supported through appropriate KMMS and University processes and will normally be required to provide appropriate evidence to support requests for adjustments. Where specialist advice is required, students may be offered the opportunity to meet with a specialist Disability, Specific Learning Difference (SpLD) or Mental Health Adviser within the University of Kent's Student Support and Wellbeing Service.

7.2 Where appropriate, agreed adjustments will be recorded in an ILP and/or PLSP by Kent Support and Wellbeing. The ILP is the primary mechanism through which study-related adjustments are communicated and implemented across the

programme, while the PLSP supports the implementation of adjustments within placement settings. These plans support the consistent implementation of agreed adjustments and will normally describe the adjustments required rather than details of a student's diagnosis or medical condition.

7.3 The KMMS Student Life and Guidance Team coordinates the implementation of reasonable adjustments and support arrangements, working with Kent Student Support and Wellbeing, Occupational Health, relevant KMMS staff, placement providers and other relevant services as appropriate. Students are encouraged to review their adjustments whenever their circumstances change or where existing adjustments are no longer meeting their needs.

7.4 Examples of reasonable adjustments are provided in Appendix 1 of the Reasonable Adjustments Procedure. Examples are intended to support understanding of the support that may be available and should not be regarded as an exhaustive list. All requests for reasonable adjustments will be considered on an individual basis.

8. Alternative Forms of Assessment

8.1 KMMS will seek to reduce barriers to assessment for all students through inclusive assessment design. Inclusive assessment design is considered and approved as part of the assessment approval process and forms part of the standard method of assessment.

8.2 Where, despite the use of inclusive assessment principles, an individual student is placed at a substantial disadvantage because of a disability or other relevant individual requirement, KMMS will consider reasonable adjustments to the standard assessment. These adjustments are intended to provide an equitable opportunity for the student to demonstrate achievement of the required learning outcomes.

8.3 Alternative forms of assessment will be considered only where reasonable adjustments to the standard assessment would not sufficiently address the substantial disadvantage, and where the alternative assessment can validly assess the required learning outcomes.

8.4 Any alternative assessment must continue to enable the relevant learning outcomes and competence standards to be assessed effectively. Alternative forms of assessment will only be approved where they do not compromise the academic, professional or clinical competence standards required by the programme.

8.5 In determining whether an alternative form of assessment is appropriate and reasonable, KMMS will consider the student's individual circumstances, the purpose of the assessment, the learning outcomes being assessed, and any

professional or regulatory requirements.

8.6 Alternative forms of assessment may include changes to the method, format, timing or delivery of an assessment, where appropriate and where competence standards can continue to be assessed effectively.

9. Placement Adjustments

9.1 Where required, reasonable adjustments will be considered and implemented for compulsory placements and other practice-based learning activities, provided these do not compromise competence standards, professional requirements or patient safety.

9.2 Where adjustments are required for placement learning, a Placement Learning Support Plan (PLSP) may be developed. The PLSP will outline agreed adjustments and support arrangements and may be informed by recommendations from Occupational Health, Student Support and Wellbeing, relevant KMMS staff, placement providers and other relevant professionals.

9.3 As placement settings may vary, students should have the opportunity to review their PLSP before entering a new placement learning environment. Students who have concerns about the implementation of agreed adjustments, or who believe that additional support may be required, are encouraged to contact the KMMS Student Life and Guidance Team as early as possible.

10. Temporary Adjustments

10.1 Temporary adjustments are support arrangements put in place to address the impact of a short-term illness, injury, health condition or other circumstance that affects a student's ability to participate in learning, assessment or placement activities. Temporary adjustments are intended to support students experiencing short-term circumstances and would normally be expected to be required for less than one academic year.

10.2 Students who require temporary adjustments should contact the KMMS Student Life and Guidance Team in the first instance.

10.3 KMMS will work with the student to identify appropriate support and adjustments based on their individual circumstances. Where required, the Student Life and Guidance Team may work with relevant academic colleagues, Kent Student Support and Wellbeing, Occupational Health or other specialist services to ensure that appropriate support arrangements are put in place.

10.4 Where a student's circumstances are likely to have a longer-term impact (usually lasting more than one term), or where more specialist support is required, the student may be referred to a specialist adviser within the University of Kent's Student Support and Wellbeing Service. This may include the development of a temporary ILP and/or PLSP.

10.5 In some circumstances, a temporary adjustment may not be sufficient to support a student's continued participation in the programme, and alternative options such as a period of interruption of studies may need to be considered.

10.6 Temporary adjustments relating to assessments will be considered in consultation with relevant academic staff to ensure that adjustments are applied consistently and that competence standards are maintained.

10.7 Temporary adjustments and support arrangements will be reviewed as required and amended in response to changes in a student's circumstances. Any information sharing will be limited to what is necessary to facilitate support and will be undertaken in accordance with confidentiality, data protection and information-sharing requirements.

11. Related Legislation, Guidance and Resources

- Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents
- General Medical Council (GMC) – Outcomes for Graduates https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/outcomes-for-graduates
- General Medical Council (GMC) – Welcomed and Valued: Supporting Disabled Learners in Medical Education and Training https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/welcomed-and-valued
- Health Education Occupations and Professional Standards (HEOPS) https://heops.org.uk
- University of Kent Student Support and Wellbeing https://www.kent.ac.uk/student-support
- Kent Inclusive Practices (KIPs) https://www.kent.ac.uk/guides/accessible-content/kent-inclusive-practices
- KMMS Student Life and Guidance https://kmms.ac.uk/support-services-for-kmms-students/