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KMMS Reasonable Adjustments Procedure

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Purpose

This procedure explains how students can access reasonable adjustments and support arrangements at Kent and Medway Medical School (KMMS). It should be read alongside the KMMS Reasonable Adjustments Policy.

The procedure outlines how support needs are discussed, how adjustments are agreed, how support arrangements are implemented, and how they can be reviewed throughout a student's studies.

1. Step 1: Disclosure

1.1 Students may disclose a disability, long-term health condition, specific learning difference (SpLD), mental health condition, neurodivergence, or other condition requiring support at any stage of their studies.

1.2 Disclosure may occur through:

- UCAS application
- Occupational Health processes
- University of Kent Student Support and Wellbeing
- The KMMS Student Life and Guidance Team
- Direct student contact

1.3 Students are encouraged to disclose support needs as early as possible to enable timely consideration and implementation of reasonable adjustments.

2. Step 2: Discussion of Support Needs

2.1 Support needs will be considered in partnership with the student as soon as the University becomes aware that they may be experiencing a disability-related disadvantage.

2.2 Students will be invited to meet with a specialist Disability, SpLD or Mental Health Adviser at the University of Kent to discuss their support needs. This discussion will not be delayed solely because supporting evidence is unavailable, pending, or the student is awaiting assessment or diagnosis.

2.3 The purpose of these discussions is to identify barriers to participation and determine appropriate reasonable adjustments and support arrangements. Where appropriate, reasonable, and proportionate interim adjustments may be considered on the information available and reviewed when further information is obtained.

2.4 Common adjustments (Appendix 1) can be included in an Inclusive Learning Plan (ILP) without further consideration, where they are appropriate to the student's identified needs.

2.5 More complex adjustments may require consultation with KMMS, Occupational Health, placement providers, and/or other relevant services before implementation. Any such consultation will be undertaken promptly and will not prevent consideration of interim measures where these are reasonable and practicable.

3. Step 3: Supporting Evidence

3.1 Students will normally be asked to provide appropriate evidence where this is needed to understand their support needs and identify reasonable adjustments.

3.2 Evidence may include documentation relating to a disability, long-term health condition, SpLD, mental health condition, or another condition requiring support. A formal diagnosis is not required before a student can discuss support needs or be considered for reasonable and proportionate interim adjustments.

3.3 Where evidence is not immediately available, the University will meet with the student to discuss their circumstances and consider appropriate interim support or adjustments on the information available. This includes where a student is awaiting assessment or diagnosis or is experiencing difficulty obtaining evidence.

3.4 Students may be supported to access appropriate assessment, screening, or diagnostic services where possible. Requests for evidence will be proportionate, clearly explained, and must not unnecessarily delay consideration of support.

3.5 Students who believe they may have a SpLD but do not have formal evidence will be offered an opportunity to undertake a screening through the University of Kent Student Support and Well-being Service, with referral for a full assessment where appropriate.

4. Step 4: Support Plans (ILP and/or PLSP)

4.1 Where appropriate, agreed adjustments will be recorded in:

- an Inclusive Learning Plan (ILP); and/or
- a Placement Learning Support Plan (PLSP).

4.2 The ILP is the primary mechanism through which study-related adjustments are communicated and implemented across the programme. The PLSP supports the implementation of adjustments within placement and practice-based learning environments.

4.3 These plans describe agreed adjustments and support arrangements and will not normally include details of a student's diagnosis or medical condition, unless this is required for safety reasons or the student specifically requests that this information is shared.

4.4 Once the ILP/PLSP is completed, it will be available to the student and relevant members of the KMMS Student Life and Guidance team through the student record system.

4.5 Students may request a review of their ILP or PLSP if their circumstances change or if existing adjustments are no longer meeting their needs.

5. Step 5: Implementation of Adjustments

5.1 The KMMS Student Life and Guidance Team is responsible for overseeing the implementation of agreed adjustments and support arrangements recorded within ILPs and PLSPs. The implementation of individual adjustments will vary depending on the nature of the adjustment and the learning, assessment, or placement environment in which it is required.

5.2 This may involve working with:

- Academic Lead for Student Support and Students Raising Concerns
- Head of Year
- Lead for Community Education and/or Secondary Care
- Curriculum and Assessment Manager
- Personal/ Clinical Academic Tutors
- Placement providers / relevant placement staff

5.3 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.

5.4 If a student believes that an agreed adjustment is no longer meeting their needs, they are encouraged to contact the author of their ILP / specialist adviser as soon as possible so that alternative reasonable adjustments can discussed and agreed. Changes to the ILP are communicated by the University of Kent Student Support and Wellbeing team to the KMMS Student

Life and Guidance team, who will ensure the changes are implemented in a timely way.

5.5 The student is encouraged to speak to the KMMS Student Life and Guidance team if they have any questions or queries about the implementation of their ILP.

6. Step 6: Placement Adjustments

6.1 It is the responsibility of KMMS and placement providers to support the implementation of reasonable adjustments for disabled students during compulsory placements, practice-based learning, and fieldwork activities.

6.2 All students are required to complete Occupational Health clearance processes before undertaking placement learning. Where appropriate, recommendations from Occupational Health may inform the development of a Placement Learning Support Plan (PLSP).

6.3 Where adjustments are required for placement learning, a PLSP may be developed. The PLSP outlines agreed adjustments and support arrangements and is intended to support equitable participation in placement learning while ensuring that learning outcomes, professional requirements and patient safety are maintained.

6.4 The KMMS Student Life and Guidance Team is responsible for coordinating the implementation of agreed placement adjustments and support arrangements. The Academic Lead for Student Support and Students Raising Concerns will review new PLSPs to ensure that agreed adjustments are appropriate for the placement settings within the programme. Any concerns regarding the suitability of an adjustment should be discussed with the author of the PLSP so that alternative arrangements can be considered where appropriate.

6.5 KMMS will ensure that placement providers are informed of agreed adjustments in accordance with confidentiality, data protection, and information-sharing arrangements. Placement providers are responsible for implementing agreed adjustments within the placement environment where these are reasonable and compatible with learning outcomes, professional requirements, and patient safety.

6.6 Where complex placement adjustments are required, discussions may take place between the student, placement provider, University of Kent Student Support and Wellbeing, Occupational Health, The Student Life and Guidance team, the Academic Lead for Student Support and Students Raising Concerns, and other relevant KMMS colleagues to ensure that support arrangements can be implemented safely and effectively.

6.7 Examples of placement adjustments are provided in Appendix 1. All adjustments will be considered on an individual basis.

6.8 Students should have the opportunity to review their PLSP before entering a new placement learning environment. They are encouraged to confirm that agreed adjustments are in place at the start of each placement and to raise any concerns regarding implementation as early as possible so that these can be reviewed and addressed promptly.

6.9 PLSPs may be reviewed whenever a student's circumstances change, when a student progresses to a new placement environment, or where concerns are raised regarding the effectiveness or appropriateness of the agreed adjustments. Before the start of each academic year, the Head of Year may review existing PLSPs to ensure that support arrangements remain appropriate as students' progress through the programme.

7. Step 7. Alternative Forms of Assessment

7.1 Where a student would otherwise be placed at a substantial disadvantage, and where reasonable adjustments to the standard assessment would not provide an equitable opportunity to demonstrate achievement of the required learning outcomes, an alternative form of assessment may be considered.

7.2 Any alternative assessment must continue to enable the relevant learning outcomes and competence standards to be assessed effectively.

7.3 Alternative forms of assessment will be considered on an individual basis and in discussion with the KMMS Assessment Lead and Head of Year (or nominee).

8. Step 8: Temporary Adjustments

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

8.2 Students who believe they may require temporary adjustments should contact the KMMS Student Life and Guidance team in the first instance.

8.3 Temporary adjustments may be considered in circumstances including, but not limited to:

- Injury or recovery from an injury (for example, a broken limb) or an operation.
- Short-term physical or mental health conditions
- Pregnancy-related support needs
- Bereavement or other significant life events which are having an impact on mental wellbeing.

8.4 In many cases, the KMMS Student Life and Guidance Team will be able to facilitate appropriate support arrangements in consultation with relevant KMMS colleagues. This may include adjustments relating to teaching activities, coursework, assessments, or placements. Temporary adjustments relating to assessments may be discussed with the Academic Lead for Student Support and Students Raising Concerns and Academic Assessment Lead to ensure consistency and fairness in their application.

8.5 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.

8.6 Where temporary circumstances affect placement learning, Occupational Health advice may be sought to inform any placement-based adjustments. Where additional consideration is required regarding placement participation or support arrangements, advice may be sought from the Academic Lead for Student Support and Students Raising Concerns and other relevant KMMS colleagues.

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

8.8 Temporary adjustments and support arrangements will be reviewed as required and amended in response to changes in a student's circumstances. 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.

9. Step 9: Review of Adjustments

9.1 Students are encouraged to review their support arrangements whenever:

- Their circumstances change
- Existing adjustments are no longer effective

- Additional support may be required
- They enter a new placement learning environment

9.2 Students with ILPs and/or PLSPs may be invited to review their support arrangements periodically, normally at least annually.

9.3 Students should contact the KMMS Student Life and Guidance Team or their adviser if adjustments are no longer effective or if their circumstances change.

Appendix 1 – Examples of Common Reasonable Adjustments

The examples below are intended to illustrate the types of adjustments that may be considered within medical education. The list is not exhaustive, and all requests will be considered on an individual basis.

Teaching and Learning:

- Access to lecture recordings where appropriate
- Permission to record teaching sessions where appropriate
- Advance access to teaching materials
- Provision of lecture slides or notes in accessible formats
- Assistive technology
- Alternative formats for learning resources
- Ergonomic furniture or equipment
- Accessible teaching environments
- Note-taking support
- Text-to-speech and speech-to-text software
- Accessible communication formats

Assessments:

- Extra time in written examinations and in-class assessments
- Rest breaks during assessments
- Smaller examination venues
- Individual examination rooms where appropriate
- Reader and/or scribe support
- Use of assistive technology
- Coloured examination papers
- Ergonomic furniture or equipment

Coursework:

- Adjustments to coursework deadlines where appropriate
- Use of assistive technology
- Alternative formats for submission where appropriate
- Consideration of disability-related impacts on written communication where this is not a competence standard being assessed

Placements:

- Placement location considerations
- Parking arrangements
- Adjusted shift patterns where appropriate
- Adjusted training hours where compatible with programme and regulatory requirements
- Additional supervisory support
- Assistive equipment

Appendix 2 – Examples of Adjustments Requiring Careful Consideration

The examples below are informed by guidance from the Health Education Occupations and Professional Standards (HEOPS) network. They are intended to support understanding of situations where an adjustment may be difficult to implement because of competence standards, professional requirements, or patient safety considerations.

The examples are not exhaustive and should not be regarded as a list of prohibited adjustments. All requests will be considered individually, taking account of the student's circumstances, the requirements of the programme, relevant legislation, GMC guidance, and patient safety considerations.

Examples may include:

- Additional time in clinical examinations where the purpose of the assessment is to evaluate time-critical clinical decision-making or performance and patient safety depends on timely action.
- Provision of another person to undertake a mandatory clinical skill, practical procedure, or professional competence on behalf of the student.
- Provision of another person to undertake mandatory numerical calculations on behalf of the student where this forms part of the competence being assessed.
- Permanent absence from compulsory placement learning or practice-based learning activities.
- Exemption from mandatory learning outcomes, competencies, or professional requirements.
- Adjustments that would prevent the assessment of a competence standard.
- Adjustments that could compromise patient safety.

Some adjustments that may be reasonable within an academic environment may not always be possible within professional practice settings. For example:

- Adjustments to working patterns or training hours may be possible in some educational settings, but equivalent adjustments may not always be available in future employment.
- The use of coloured paper, alternative formats or specific technologies may not be available in all clinical environments.
- Electronic recording devices may not be appropriate in all healthcare settings because of confidentiality, infection control, or patient safety considerations.
- Some professional roles require communication through a range of formats and technologies, and equivalent alternatives may not always be available in clinical practice.

These examples are intended to support discussion and decision-making and should not be interpreted as automatic exclusions. KMMS will consider each request individually and work collaboratively with students to identify appropriate adjustments wherever possible.

Appendix 3 – Process Pathways

Key Responsibilities

Student: Discloses needs, provides information and engages in discussions and reviews.

KSSW Adviser: Discusses needs, identifies adjustments and creates an ILP and/or PLSP.

KMMS SLG Team: Coordinates implementation, liaises with relevant colleagues and placement providers, and reviews arrangements.

Occupational Health (OH): Assesses needs and makes recommendations.

Academic Lead for Student Support and Students Raising Concerns (ALSSSRC): Provides advice and support in complex cases, particularly where temporary adjustments, placement participation or professional considerations require additional consideration.

Information sharing: All information sharing follows confidentiality, data protection and information-sharing requirements. Support arrangements are individual to you and reviewed regularly.

Pathway A: Disclosure and Support Planning

How support needs are identified, agreed and implemented.

1. Disclosure

What happens: The student discloses a disability, long-term health condition, specific learning difficulty (SpLD), mental health condition or other support need.

Responsible: Student

2. Evidence

What happens: The student is asked to provide evidence and is supported in how to obtain it, including referral for a SpLD assessment if required. Implementation of adjustments should not be delayed whilst awaiting evidence.

Responsible: University of Kent Student Support and Wellbeing (KSSW)

3. Discussion

What happens: A relevant adviser from KSSW meets with the student to discuss and determine suitable reasonable adjustments.

Responsible: KSSW Adviser and Student

4. Adjustment Decision

What happens: Appropriate adjustments and support arrangements are identified. If an adjustment is complex, the adviser consults the KMMS Student Life and Guidance (SLG) Team before finalising.

Responsible: KSSW Adviser, in consultation with the KMMS SLG Team if needed

5. Plan Created

What happens: Agreed adjustments are recorded within an Inclusive Learning Plan (ILP) and/or Placement Learning Support Plan (PLSP), where required.

Responsible: KSSW Adviser

6. Implementation

What happens: KMMS coordinates implementation of agreed adjustments across teaching, learning and, where relevant, placements.

Responsible: KMMS Student Life and Guidance Team (SLG Team)

7. Review

What happens: Support arrangements are reviewed and updated as required.

Responsible: KSSW Adviser, KMMS SLG Team and Student

Pathway B: Occupational Health Route

How support needs are identified through Occupational Health.

1. Occupational Health Screening

What happens: The student completes Occupational Health screening.

Responsible: Student and Occupational Health (OH)

2. OH Follow-up

What happens: OH follows up with the student by phone or in an appointment, where required, to discuss health information and any support needs relating to placement learning.

Responsible: OH

3. OH Assessment

What happens: OH considers relevant health information and identifies any support requirements related to clinical placements.

Responsible: OH

4. Recommendations Shared

What happens: OH shares recommendations with Kent Student Support and Wellbeing so an adviser can follow up with the student if clarification or additional support is needed.

Responsible: OH and KSSW

5. Discussion

What happens: A relevant adviser from KSSW meets with the student to discuss the information and determine suitable reasonable adjustments.

Responsible: KSSW Adviser and Student

6. Plan Created

What happens: Agreed adjustments are recorded within an ILP and/or PLSP, where required.

Responsible: KSSW Adviser

7. Implementation

What happens: KMMS coordinates implementation of agreed adjustments, including placement-based support.

Responsible: KMMS Student Life and Guidance Team (SLG Team)

8. Review

What happens: Support arrangements are reviewed and updated as required.

Responsible: KSSW Adviser, KMMS SLG Team and Student

Pathway C: Temporary Adjustments

How short-term support needs are identified and managed.

1. Temporary Circumstance

What happens: Temporary illness, injury or another short-term circumstance affects participation in study, assessment or placement.

Responsible: Student

2. Contact

What happens: The student contacts the KMMS Student Life and Guidance Team as soon as possible.

Responsible: Student

3. Discussion

What happens: Support needs are discussed to understand the extent of the impact and consider appropriate support.

Responsible: KMMS SLG Team and Student

4. Temporary Support Agreed

What happens: A temporary adjustment is agreed and implemented, or the student is referred for specialist advice. Occupational Health or Academic Lead for Student Support and Students Raising Concerns (ALSSSRC) where required.

Responsible: KMMS SLG Team, with relevant services

5. Temporary Plan (if required)

What happens: A temporary ILP and/or PLSP is created, if required, to document the agreed support.

Responsible: KMMS SLG Team and/or KSSW Adviser

6. Review and Update

What happens: Support is reviewed regularly and amended, continued or removed as circumstances change.

Responsible: Student and KMMS SLG Team