

City St George's, University of London, Tooting

Student Reasonable Adjustment Procedure

1. Introduction

- 1.1 This procedure outlines the procedures for determining and implementing reasonable adjustments for disabled healthcare students enrolled at St George's university. The overall aim is to ensure that all students, regardless of disability, have equal access to educational opportunities and can effectively participate in their chosen programme of study, whilst also considering educational, safety, and fitness to practice requirements, and maintaining the standards required for their chosen profession. This procedure is designed to adhere to the Equality Act 2010 and to uphold the university's values of Collaboration, Ambition, Respect and Equity.
- 1.2 The university is committed to implementing recommended adjustments in full unless there exists a legitimate pedagogical, safety, or fitness to practice reason for not doing so.

2. Definitions

- **Disabled student:** Any student who has a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day to day activities in the context of their studies.
- **Reasonable adjustments:** Modifications or adjustments made with the aim of ensuring, as far as reasonable, that disabled students are not put at a disadvantage compared to their non-disabled peers. This may include adjustments to teaching methods, assessment formats and university facilities, and making recommendations with respect to programme related placement/work experience outside the university. The definition of whether a proposed adjustment is reasonable or not encompasses the effectiveness of the projects adjustment in addressing the disadvantage/disability; practicality and feasibility (including cost, and extent of disruption to other learners/programme goals),
- **Learner Support Plan (LSP):** a documented plan which outlines the agreed reasonable adjustments for the disabled student and how they will be implemented taking into account the student's individual needs and any practical, pedagogical or professional considerations
- **Summary of Support Needs (SOSN):** The initial section of the Learner Support Plan generated by the disability service which summarises individual support recommendations. based on the medical/diagnostic evidence submitted by the disabled student and any additional information or discussions .
- **Non-complex adjustments:** adjustments that can be agreed upon and implemented without further review, typically incorporating existing inclusive teaching and learning practices.
- **Complex adjustments:** adjustments that require careful consideration due to requiring additional organisation to implement, or their potential impact on academic or professional standards, safety or fitness to practice.
- **Support Review Panel:** A committee responsible for reviewing recommendations in the Summary of Support Needs, determining how they will be implemented, and ensuring all

reasonable options have been considered in the event that the recommendation is not considered reasonable.

3. Roles and Responsibilities:

- **Disability service:** Responsible for assessing students' support needs, generating SOSNs and communicating these with relevant parties.
- **Support Review Panel:** responsible for reviewing complex adjustment recommendations and making decisions about implementation based on educational, safety and fitness to practice considerations.
- **Programme and examination staff:** responsible for arranging and implementing adjustments agreed in LSPs.
- **Student:** Responsible for sharing information relating to their disability, providing relevant documentation, and actively participating in the process of determining reasonable adjustments by engaging with the support group and informing of any changes to their needs, or issues with non-implementation of adjustments in a timely fashion.

4. Process overview

4.1 Identification:

- 4.1.1 Disabled students are encouraged to share information relating to any disabilities or additional needs with the disability service during the admissions process or upon enrolment. However, students can share or update their disability information at any stage during their course.
- 4.1.2 Programme teams and other staff are encouraged to raise the possibility of potential undiagnosed disabilities such as dyslexia where concerns are recognised in the course of a student's studies and encourage student to contact disability service for screening.

4.2 Summary of Support Needs (SOSN):

- 4.2.1 Once appropriate supporting evidence has been provided, the disability service will conduct an assessment in collaboration with the student to assess their support needs based on medical and diagnostic documentation, and any other relevant information.
- 4.2.2 Assessments may include medical reports, educational psychology reports, DSA needs assessment reports, and discussions with the student about their support needs and experiences.
- 4.2.3 Based on the assessment, the disability service will generate a SOSN which summarises the impact of the disability on the student's academic studies and professional practice and outlining recommended reasonable adjustments. This will make up the first part of the Learner Support Plan.
- 4.2.4 The SOSN may include recommendations for adjustments to teaching methods, assessment formats, university facilities, additional support services and placements.

4.3 Initial Assessment

- 4.3.1 A determination will be made by the Disability Advisor as to whether adjustments required are complex or non-complex based on current existing practices. A list of illustrative adjustments will be maintained as a living document, updated iteratively (appendix X)
- 4.3.2 'Non-complex adjustments: will be agreed upon and implemented promptly
- 4.3.3 Complex adjustments will be referred to the Support Review Panel for review within 20 working days of the date of the SOSN , and any adjustments will be decided and agreed upon by relevant academic clinical and non-clinical staff and other services as necessary, taking into account any educational, safety or fitness to practice considerations.
- 4.3.4 Request for review by a Support Review panel can come from the disability advisor, or a member of the programme team upon receipt of any LSP. Students unhappy with their LSP deemed non-complex and approved by the disability team, can also seek review at a panel.
- 4.3.5 Students being referred to the Support Review Panel will be informed in writing of the process at the point of referral.

4.4 Review and Monitoring:

- 4.4.1 The LSP will be reviewed and monitored as part of personal tutor meetings to ensure the effectiveness and relevance of the support being provided. Issues with the plan e.g. where adjustments have not been successful or have not been implemented will be referred back to the disability service for review. Students can request a review of their LSP by contacting the disability service at any time if their needs change.

5. Determining reasonable adjustments

5.1 Non-complex adjustments:

- 5.1.1 Non-complex adjustments are those which do not require extensive review or deliberation and can be implemented promptly by programme teams based on pre agreed action plans.
- 5.1.2 Examples of non-complex adjustments include exam arrangements such as extra time and access to assistive technology, as well as adjustments to teaching and learning such as captioned recordings or taking breaks during lectures.
- 5.1.3 Some 'non-complex' adjustments may have limited availability e.g. separate room provision, extensions to assignments, support worker provision may not always be available across all exams/modules/placements depending on the context. Where this is the case this will be clearly indicated in the LSP.

5.2 Complex adjustments:

- 5.2.1 Complex adjustments are those that require more careful consideration due to their potential impact on planning, educational standards, safety or fitness to practice.
- 5.2.2 Examples of complex adjustments may include adjustments to placement allocations, Personal Emergency Evacuation Plans (PEEPs), use of a support worker such as a lab assistant or BSL interpreter, changes to skills techniques in CCAs/practicals or a need for ergonomic furniture in classes.

- 5.2.3 Complex adjustments will be reviewed by an ad hoc Support Review Panel comprised of no less than three relevant stakeholders to ensure a wide range of perspectives are involved. The group may include:
- Senior representation from programme team including a relevant health professional for professional courses.
 - Disability service
 - Relevant member of exam team where appropriate
 - Senior academic from another programme
 - Student representation (if required to present additional information)
 - Any other relevant academic or support services
 - Support Review Panel members can contribute on what the course involves; the student can contribute with the lived experience of their disability and how it affects them day-to-day.
- 5.2.4 The Support Review Panel will assess the feasibility and appropriateness of the recommended adjustments in the SOSN in the context of the student's course and any professional body requirements, as well as exploring possible alternative strategies and support.
- 5.2.5 Decisions regarding complex adjustments are made collaboratively, with a focus on balancing the needs of the student with the standards and requirements of the programme, and adherence to the law.
- 5.2.6 Support Review Panels will be convened by the disability adviser on behalf of the relevant course director within 10 working days of the date of the Learner Support Plan.
- 5.2.7 The Panel will report back no later than 5 working days from being convened.
- 5.2.8 The disability adviser will collate panel findings and add to the Learner Support Plan as necessary.

6. Documentation of agreed reasonable adjustments

- 6.1** Agreed adjustments, whether non-complex or complex, will be documented in a Learner Support Plan (LSP)
- 6.2** The LSP will outline the specific adjustments to be implemented in each component of the course, along with any conditions or limitations.
- 6.3** The LSP will include the specific adjustments agreed upon, responsibilities for implementation, and review dates.
- 6.4** Once consent to share has been agreed with the student, the LSP will be shared with relevant stakeholders including academic staff, clinical supervisors, the student and any other relevant parties involved in supporting the student to ensure transparency and accountability
- 6.5** Any changes to the LSP will be communicated promptly to all stakeholders.
- 6.6** Students who are not satisfied with the adjustments or proposed plan for implementation detailed in their LSP may appeal using the University complaints procedure.

7. Review and Monitoring

- 7.1** LSPs will be reviewed periodically at least once per year as part of Personal Tutor, or other programme specific Student Support meetings where applicable to ensure their ongoing appropriateness and effectiveness where students will be prompted to feedback on the effectiveness of the adjustments.

- 7.2 Any concerns or issues raised by the student relating to the LSP will be referred back to the disability service by the personal tutor or other member of programme staff for review.
- 7.3 Reviews may also be initiated by the student, academic staff or the disability service at any time by contacting the disability service.
- 7.4 Reasonable adjustments may be modified or discontinued based on changes to the student's needs, programme requirements or other relevant factors.
- 7.5 The above monitoring should ensure that disabled students receive ongoing support and that adjustments remain appropriate and relevant to their needs.

8. Confidentiality

- 8.1 Students will be asked to provide their written consent to the sharing of relevant information with professional services administrative, academic and clinical staff as necessary for the implementation of adjustments.
- 8.2 Where consent is withheld by the student, it must be made clear that this may impact on the support that can be provided, and a record kept of this.
- 8.3 All staff should take care to ensure confidentiality is maintained in front of students' peers.

9. Appeals and Complaints

- 9.1 Where a student does not agree with the LSP, they will be directed to the university complaints procedure.
- 9.2 Any concerns or complaints regarding the implementation of adjustments will be addressed promptly and in accordance with the university's complaints procedure.

10. Conclusion

- 10.1 This procedure aims to take a student centred and collaborative approach to ensure that disabled students receive appropriate adjustments to facilitate their academic and professional success.
- 10.2 By following these guidelines, the university seeks to uphold its commitment to inclusivity and accessibility for all students whilst maintaining the academic standards and professional requirements of its programmes.
- 10.3 The university reserves the right to review and amend this procedure as necessary to reflect any changes in legislation, best practice or institutional requirements.

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Appendix

Examples of non-complex adjustments (not exhaustive list)

Written exams (All courses)

25% extra writing time

50% extra writing time

Rest breaks (up to 25% of total standard exam time)

TextHelp Read&Write software (reader)

Smaller exam venue (up to 25 students)

Separate room (not sharing) *Where resources are available*

Seated near exit / near window / easy access to toilet etc.

Human scribe

Other equipment (adjustable desk, footrest, desk lamp etc)

Permitted to bring in food/ snacks.

Permitted to bring in medication / medical equipment e.g. blood glucose monitor.

Coloured paper / overlays

CCAs (MBBS)

25% additional reading time prior to each station (where extra time is not already 'built in' to timings)

Examiners informed in advance of any conditions.

Sequencing of stations (triggering/most challenging in relation to the disability at the end of a circuit)

Practicals (Physiotherapy)

Extra time for reading and planning

Written information to be read out to student

Assignments (All courses)

Deadline extensions (following Extenuating Circumstances process)

Presentations (course dependent)

Delivering individual presentations to examiners only

Specific place in running order

Extra time to answer questions

Teaching and Learning (All courses)

Taking breaks during lectures
Recording lectures
Captioned recordings
No reading aloud in front of peers (e.g. CBL/PBL)

Placements (course dependent)

Pre-placement meeting
Extra time for reading and writing tasks.
Stool in theatre.
Rest breaks

Examples of 'complex adjustments' (not exhaustive list) requiring review from support panel

Ergonomic furniture in classes
Personal Emergency Evacuation Plan required.
Use of support worker e.g. notetaker, BSL interpreter, visual guide, assistance animals
Remote attendance
Materials in a different format
Changes to timings or skills techniques in CCA
Rest breaks on placement.
Attendance for regular and ongoing medical appointments
Placement preference allocations
Students requiring multiple different adjustments with complex/multiple contributory conditions where programme team have concerns about feasibility/reasonableness.