



Reasonable Adjustments for Placements (RAP) Procedure

1. Purpose

- 1.1 This procedure outlines the procedures for determining and implementing reasonable adjustments for disabled healthcare students enrolled programmes in the School of Health and Medical Sciences with respect to clinical placements. 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, [the University Student Reasonable Adjustment policy](#), and to uphold the university's values We care, We learn, We Act.

2. Definitions

- 2.1 All definitions are outlined in the [the University Student Reasonable Adjustment policy](#), unless additionally listed here.
- 2.2 **Non-complex adjustments:** adjustments that can be agreed upon and implemented on placement without further review, typically incorporating existing inclusive teaching and learning practices, where it is known this is consistently feasible and thus reasonable in clinical placement environment
- 2.3 **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.
- 2.4 **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:

- 3.1 **University Student Health and Wellbeing team or Disability service:** Responsible for assessing students' support needs, generating SSPs for campus activities, communicating these with relevant parties, and alerting the relevant SHMS contact at the earliest opportunity that there is also a need for a Reasonable Adjustments on Placement (RAP) section for the SSP
- 3.2 **SHMS Placement Disability Advisor:** Responsible for assessing student's support needs in relation to placements, generating the RAP and communicating these with the relevant parties.
- 3.3 **Placement Support Review Panel:** responsible for reviewing complex adjustment recommendations and making decisions about implementation based on educational, safety and fitness to practice considerations.
- 3.4 **Programme and Placement Provider staff:** responsible for arranging and implementing adjustments agreed in the RAPs
- 3.5 **Student:**

- 3.5.1 Responsible for self-referral to the Student Health & Wellbeing Team/Disability service if recommended following their Occupational Health review, or if they have any disability that might benefit from adjustments on campus or placement. This is an essential prerequisite to the RAP process.
- 3.5.2 Responsible for consenting to the university sharing information relating to their RAP, including in draft form for discussion where required (complex cases) with lead staff from the placement provider organization¹. Also for providing relevant documentation, and actively participating in the process of determining reasonable adjustments by engaging with the SHMS placement disability advisor and Support panel if needed, and informing of any changes to their needs, or issues with non-implementation of adjustments in a timely fashion. For placement related adjustments, sharing is usually essential to protect the safety and wellbeing of yourself, others, and to meet legal obligations such as our requirement to consider all information relevant to fitness to practice, and our contractual agreements with placement providers². Should a student opt out from sharing, this may impact on their eligibility to attend placements and thus progress on the Programme.

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 Student Health and Wellbeing team/Disability service during the admissions process or upon enrolment. For students on PSRB regulated programmes at SHMS, failure to do this at the earliest opportunity may impact on their eligibility for placements, and thus progress on their Programme. Students can also share or update their disability information at any stage during their course, and on PSRB regulated programmes should always do so in the event if any significant change in their condition that might impact on fitness to practice, or require a review of their RAP.

4.2 Reasonable Adjustment on Placement (RAP) appendices to Student Support Plans

- 4.2.1 Once appropriate supporting evidence has been provided, the SHMS Placement disability advisor 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 the University (campus based) SSP, 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 RAP which summarises the impact of the disability on the student's placement based studies and professional practice and outlining recommended reasonable adjustments. Where information and agreed adjustments from the main SSP might also be relevant/applicable on placement, following discussion with the student, either the SSP and RAP can be merged into a single document, or relevant detail from the SSP included on the RAP as a stand alone document to share with the provider.

¹ This does not mean that details of the students condition/disability, or the RAP will be shared with all members of the teams that students may encounter on placement. The student retains control over which members of staff on placement they share it with. However,

² E.g. The NHSE Tripartite contract, 8.1.7 requires that placement providers work with us to support learning needs/implement reasonable adjustments within the bounds of capability, which it self evident they can't do unless RAPs are shared.

- 4.2.4 The RAP may include recommendations for adjustments to teaching methods, placement based tasks and assessments, accessibility and support requirements and additional support services.

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, known to be achievable in placement environments and compatible with the PRSB outcomes of the relevant SHMS Programme. A list of illustrative adjustments will be maintained as a living document, updated iteratively (appendix 1)
- 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 draft RAP, and any adjustments will be decided and agreed upon by relevant academic clinical and non-clinical staff, and placement provider representatives or 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 RAP. Students unhappy with their RAP 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 RAP 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 SHMS disability advisor for review. Students can request a review of their RAP by contacting the disability advisor 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 SSP.

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 an

assistant or BSL interpreter, changes to skills techniques in CCAs/practical exams or a need for ergonomic furniture on placement.

- 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
 - A placement provider representative with relevant knowledge/experience³
 - 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 RAP in the context of the student's course, placement environment, 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 and PSRB requirements.
- 5.2.6 Support Review Panels will be convened by the disability adviser on behalf of the relevant course director within 15 working days of the date of the draft RAP.
- 5.2.7 The Panel will report back no later than 5 working days from being convened.
- 5.2.8 The SHMS disability adviser will collate panel findings and add to the RAP as necessary.

6. Documentation of agreed reasonable adjustments

- 6.1 Agreed adjustments, whether non-complex or complex, will be documented in a RAP, to be saved in the student file alongside the University SSP Support Plan (SSP)
- 6.2 The RAP will outline the specific adjustments to be implemented in placement environments and clinical practice assessments along with any conditions or limitations.
- 6.3 The RAP will include the specific adjustments agreed upon, responsibilities for implementation, and review dates.
- 6.4 Unless the student has opted out of sharing, has been agreed with the student, the SSP 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 SSP 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 SSP may appeal using the University complaints procedure.

7. Review and Monitoring

³ Placement Provider representation will be always be sought if there is no suitable academic still in professional practice able to provide recent/relevant workplace context, and may also consult with their own disability teams to inform discussions. For students with a primary or hosted provider, they will be approached. For students rotating through multiple providers, a representative provider will be approached.

- 7.1 SSPs 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 SSP 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 key placement provider 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, eligibility of the student to attend placement and thus progress on their course, 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 RAP, 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.

Appendix 1

Examples of non-complex adjustments (not exhaustive list, and this will evolve over time)

Placement Based

Permitted to bring in food/ snacks.

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

Coloured paper / overlays

Pre-placement meeting

Extra time for reading and writing tasks.

Stool in theatre.

Rest breaks⁴

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

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 skills assessments (OSCE, CCAs)

Single rooms for skills assessments (OSCE, CCAs)

More than occasional rest breaks on placement.

Attendance for regular and ongoing medical appointments

Placement preference allocations⁵

Students requiring multiple different adjustments with complex/multiple contributory conditions where programme team or placement provider have concerns about feasibility/reasonableness.

⁴ An occasional break should be feasible/reasonable for all programmes. However

⁵ Where a programme team have a robust transparent and documented process for individual placement allocation requests/preferences (for any reason including disability), which already includes input disability advisor/student support team, an additional panel may not be needed.