

**GUIDELINES: REASONABLE ADJUSTMENT, ACCESSIBLE LEARNING ARRANGEMENTS  
AND INCLUSIVE PRACTICE:  
FOR HEALTH<sup>1</sup> IMPAIRMENT, DISABILITY AND SPECIFIC LEARNING DIFFERENCES-  
FOR HEALTH CARE AND SOCIAL WORK PRE-REGISTRATION PROGRAMMES**

There are wide ranges of individual circumstances that may require reasonable adjustment(s) and/or accessible learning arrangements to be made in practice placements to provide a positive learning environment and to offer the opportunity to achieve the requirements of the programme.

All professional practice programmes have a duty to be mindful of health & safety in the workplace and protection of the public. In addition, there is a legal duty under the Equality Act 2010 to applicant<sup>2</sup>/students/employees to consider and, where appropriate, make reasonable adjustment(s) for disability both for applicant/students at University and as trainees/ prospective employees in the workplace.

In addition, the University recognises that other students may also benefit from accessible learning arrangements. These guidelines are designed to make explicit the process whereby the reasonableness of adjustment(s) or accessible learning arrangements is determined, and therefore whether the applicant/student is able to continue with their application or programme with appropriate support in place.

The professional practice education component of the pre-qualifying programme is delivered by a wide range of partners. The programme and module team for these components includes university staff and qualified professional staff in placement. A generic term for all professional programmes for the person supporting applicant/students on placement is practice assessor. – <http://www.hls.brookes.ac.uk/peu/practice-assessing-mentoring>

The university programme team are professionally obliged to share appropriate information confidentially about specific applicant/student needs. The general principles that are to be applied regarding disclosure of information are:

- The applicant/student needs to be made aware that disclosing information to a member of the programme team will result in the sharing of confidential information about reasonable adjustment requirements for both academic study and practice education experience. You are able to negotiate the scope and level of disclosure.
- To protect applicant/student confidentiality and to comply with data protection. For example, if the applicant/student has disclosed they have diabetes, but does not wish this to be disclosed further, then the nature of the condition is confidential and ONLY the reasonable adjustment and/or accessible learning arrangements required of the need for frequency of food breaks can be shared. Following Occupational Health Assessment, if the applicant/student decides not to consent to disclosure being shared, adjustment(s) cannot be made and retrospective consideration will not normally be possible at the point of assessment, and may prevent acceptance onto the programme/issuing Fitness to Practise). Staff who will need to know agreed reasonable adjustment(s) and/or accessible learning arrangements include practice colleagues, (including practice assessors<sup>3</sup>) and Faculty staff involved in placement allocation and management who support the applicant/student in each practice education experience.

---

<sup>1</sup> For the avoidance of doubt, 'health' in this document includes any disability as defined by the Equality Act (2010)

<sup>2</sup> **NB** for applicant/students transferring in from another HEI, the admission process within Oxford Brookes University treats them as if they are a new applicant.

<sup>3</sup> Practice assessor means the person who will be/is supporting the applicant/student in practice

- If a student decides to disclose having commenced placement, it may be that there will be a short break in the placement to give time to ensure that adjustments can be assessed and reasonableness determined through Case Review(**Appendix 1**)

The essential information required by practice staff at the start of each period of practice is the adjustment(s) that have been agreed as reasonable for the individual applicant/student. This may be achieved in a variety of ways, including advice from Occupational Health, Case Review outcomes, Student memo from Student Disability Services.

It is important that all those involved in decisions regarding reasonable adjustment and/or accessible learning arrangements are as objective as possible; are clear about the information they have and seek appropriate advice. The process of decision-making and determining any actions shall be transparent and will take into consideration equality, inclusion and diversity policies and procedures. This includes the process of Case Review for determining reasonable adjustment and/or accessible learning arrangements for practice (including process for review) (**Appendix 1**).

Reasonable adjustment(s) and/or accessible learning arrangements may be necessary for applicant/students in practice who:

1. are disabled, as defined by the Equality Act 2010, which includes any 'physical or mental impairment which has a substantial and long term adverse effect on [the individual's] ability to carry out normal day-to-day activities'. Long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions). Such disabilities include: sensory impairments, neurological and medical conditions
2. have a temporary/acute health condition such as fractures, pregnancy, post surgical recovery that are not explicitly covered by the Equality Act.
3. have specific learning difficulties such as dyslexia, dyspraxia or autistic spectrum disorder
4. are under 18 years of age.

### **Reasonable adjustment and/or accessible learning arrangements**

Reasonable adjustment(s) and/or accessible learning arrangements can be made for a wide range issues. These include (the list below provides examples only and is not intended to be exhaustive):

- regular breaks for an applicant/student with diabetes;
- provision of facilities in which to express breast milk;
- provision of additional time to develop techniques to overcome specific differences e.g. for managing filing, drawing up medication, developing self-management techniques;
- accommodating specific equipment in practice;
- adjusting an applicant/student's shift to compensate for the effects of their own medication.

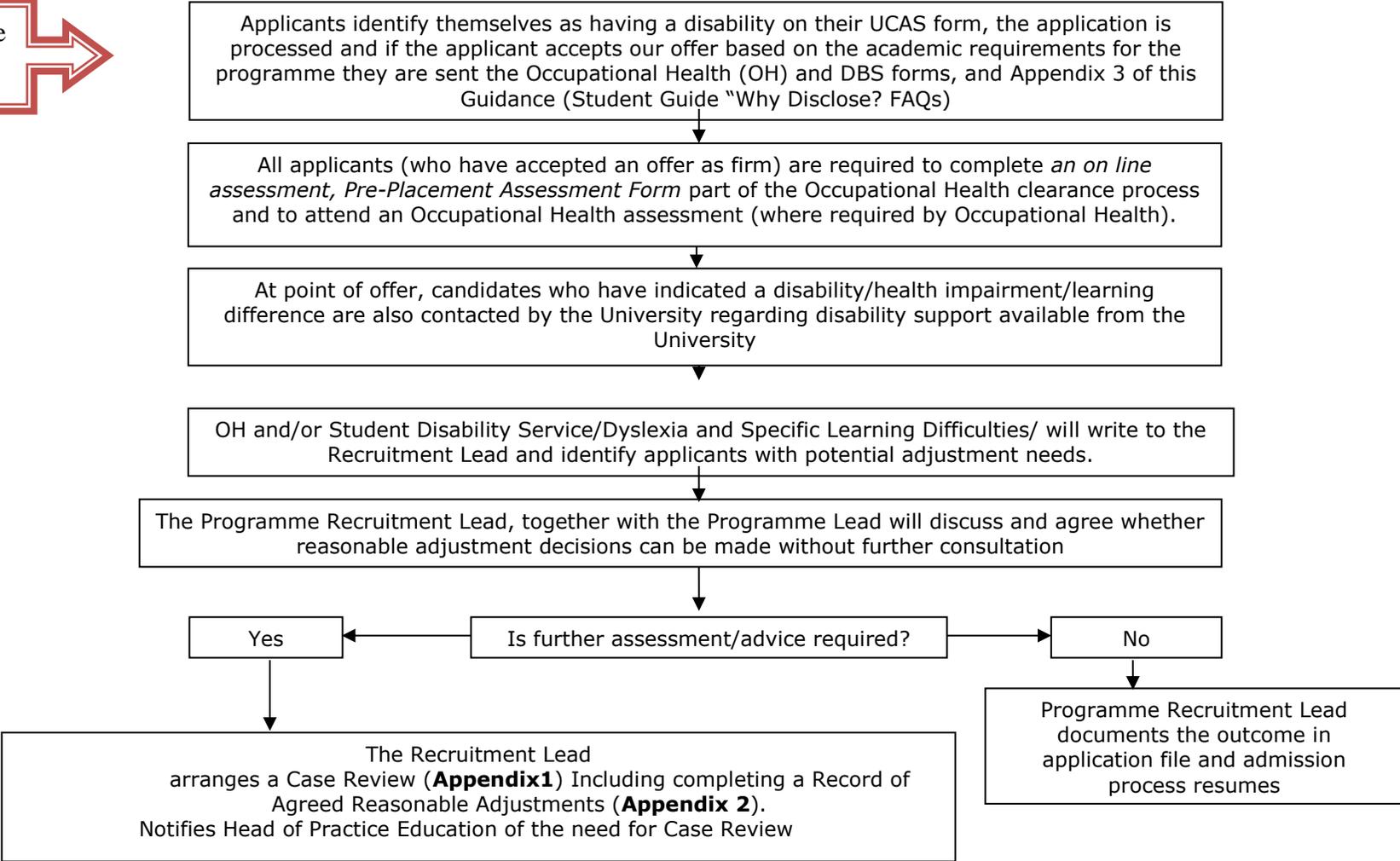
The record of Agreed Reasonable Adjustments for practice will be stored by the Practice Education Unit (PEU) in a secure access location. PEU will note the need for adjustments in practice. This will be used to inform placement allocations so that link lecturers/Placement Lead and placement providers can be informed of the need for agreed adjustments to be in place in advance of placement start dates.

### **Processes for implementing reasonable adjustment(s) and/or accessible learning arrangements**

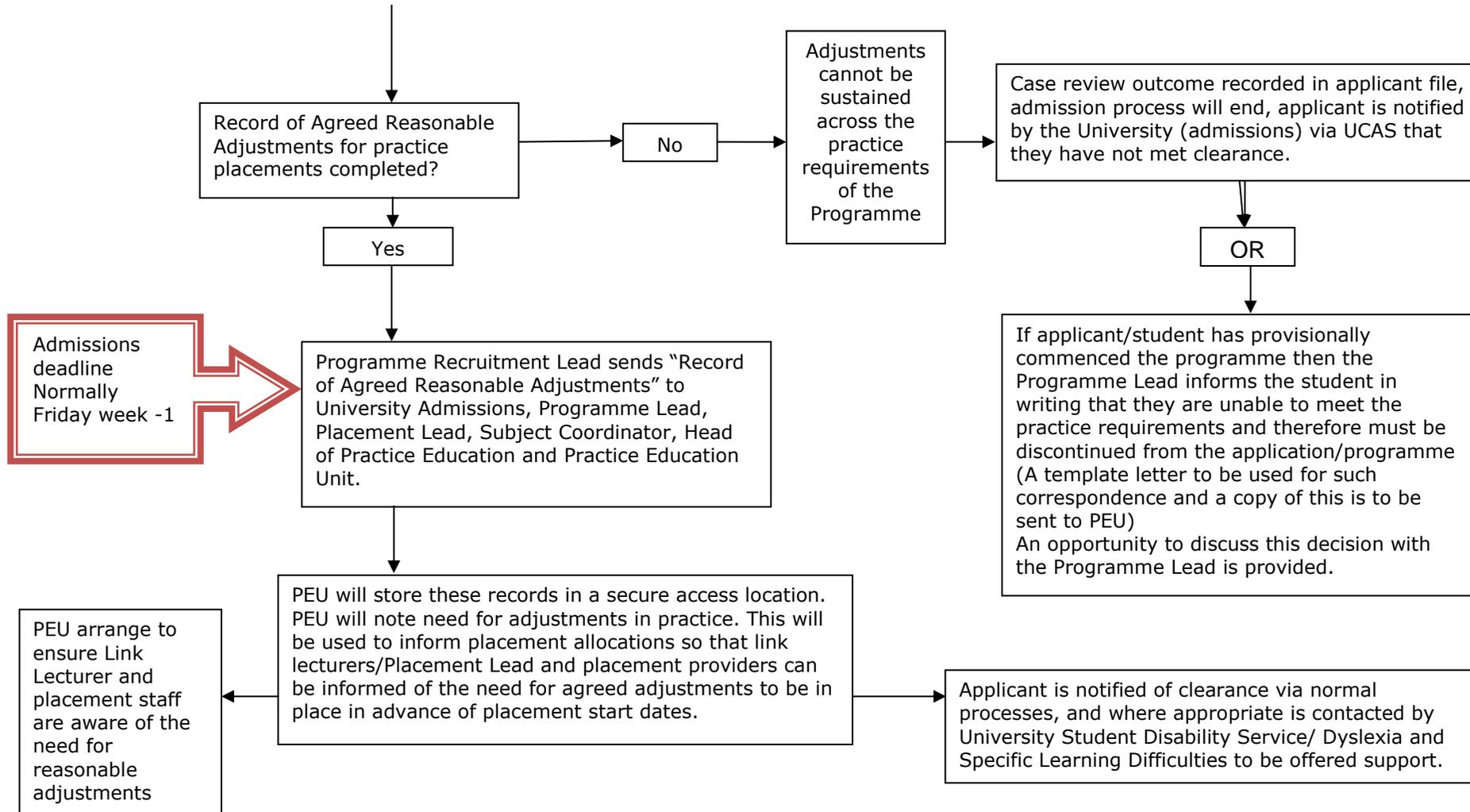
The following flowcharts outline the processes in relation to each of the following situations:-

- 1 During admission to pre-qualifying health care and social work pre-registration programmes;
- 2 Post admission to pre-qualifying health care and social work pre-registration programmes;

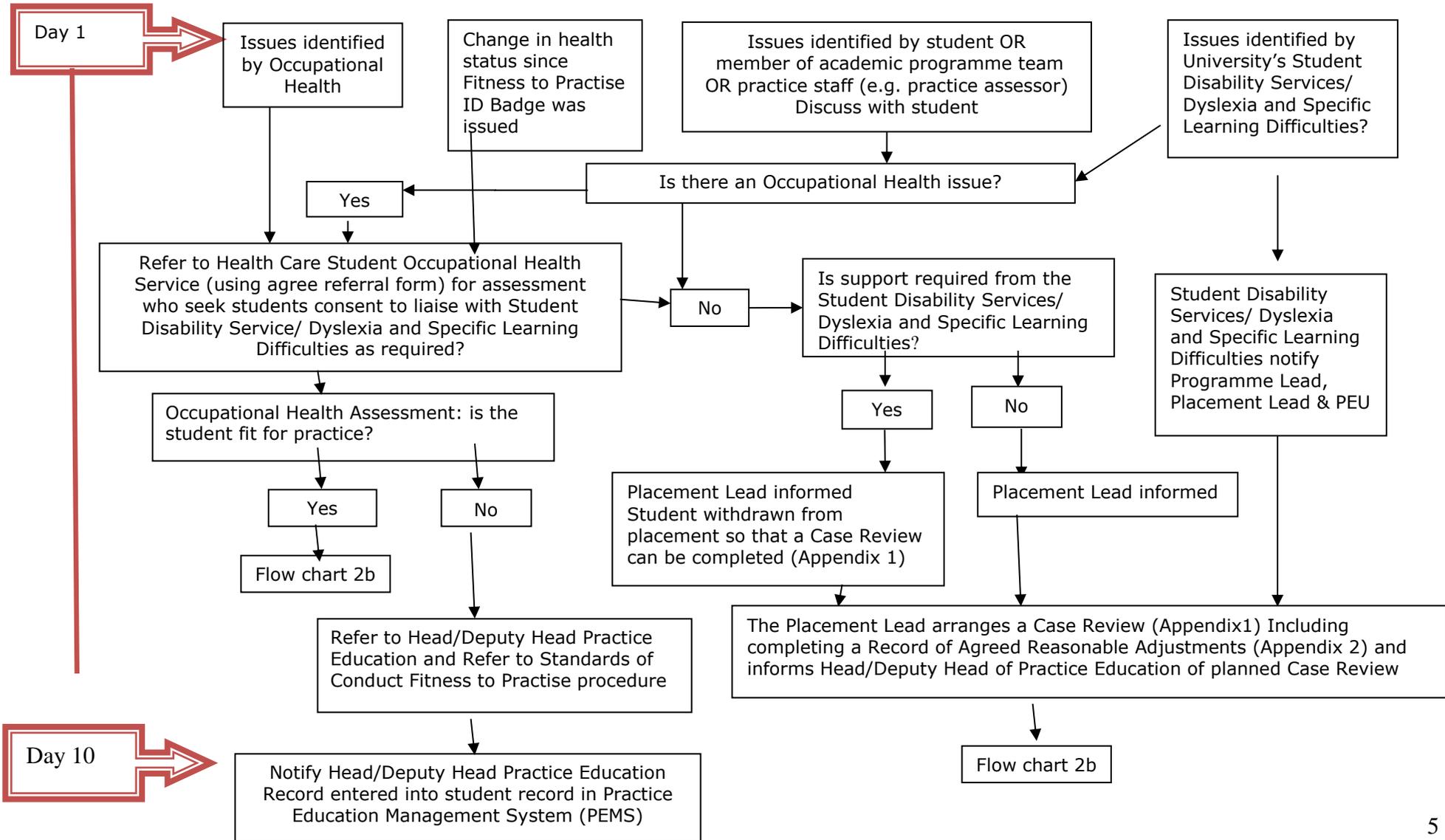
**FLOW CHART 1:  
 REASONABLE ADJUSTMENT AND/OR ACCESSIBLE LEARNING ARRANGEMENTS AND INCLUSIVE PRACTICE FOR HEALTH IMPAIRMENT,  
 DISABILITY AND SPECIFIC LEARNING DIFFERENCES: SUPPORT PROCESSES DURING ADMISSION TO PRE-REGISTRATION HEALTH CARE  
 AND SOCIAL WORK PROGRAMMES**



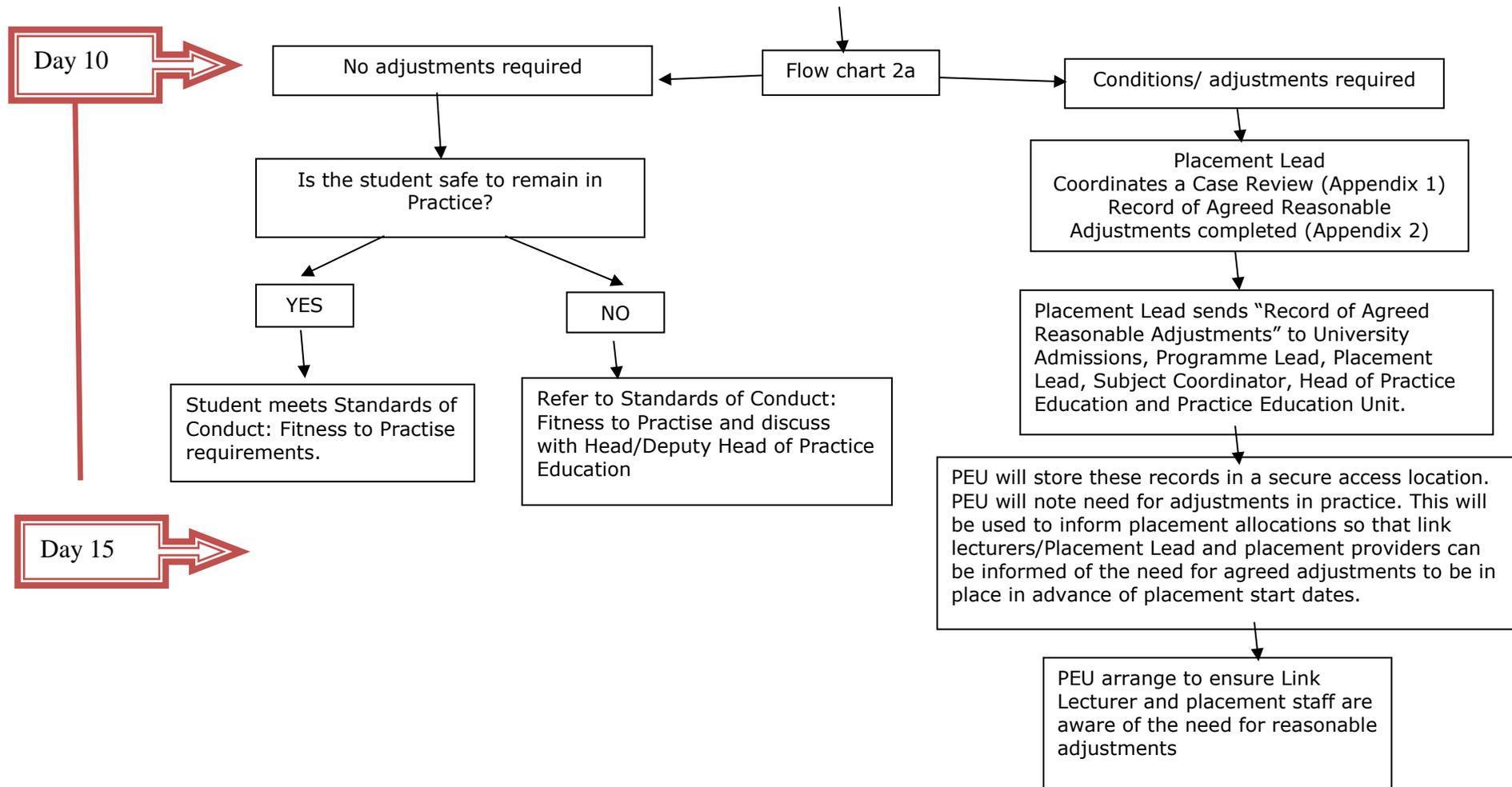
**FLOW CHART 1 continued:**



**FLOW CHART 2a:**  
**REASONABLE ADJUSTMENT AND/OR ACCESSIBLE LEARNING ARRANGEMENTS AND INCLUSIVE PRACTICE FOR HEALTH IMPAIRMENT, DISABILITY AND SPECIFIC LEARNING DIFFERENCES: SUPPORT PROCESSES POST ADMISSION TO PRE-REGISTRATION HEALTH CARE AND SOCIAL WORK PROGRAMMES**



**FLOW CHART 2b:**



**N.B.**

Students needing referral to Occupational Health are referred using the OH referral form. Please contact PEU for location  
 The student's competence is to be assessed with reasonable adjustments in place.

## **Useful Links**

### **Oxford Brookes University Regulations- A 3.4 Changes to Assessment Arrangements**

<https://www.brookes.ac.uk/regulations/current/core/a3/a3-4/> (accessed 24 October 2018)

### **Direct Gov, Learning and your rights, disabled people -**

[http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/DG\\_4001076](http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/DG_4001076)

### **Direct Gov, Disability and the Equality Act 2010**

[http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG\\_4001068](http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001068)

### **Oxford Brookes University Dyslexia/SPLD Services –**

<https://www.brookes.ac.uk/students/wellbeing/dyslexia-spld/>

### **Royal College of Nursing (RCN) Dyslexia, dyspraxia and dyscalculia, guidance for practice-**

<https://www.rcn.org.uk/professional-development/publications/pub-003835>

### **Chartered Society of Physiotherapy (CSP), Supporting disabled physiotherapy students on clinical placement (only available to CSP members) -**

[http://www.csp.org.uk/director/members/libraryandpublications/csppublications.cfm?item\\_id=74C87384B852B05511E51BEF8940723E](http://www.csp.org.uk/director/members/libraryandpublications/csppublications.cfm?item_id=74C87384B852B05511E51BEF8940723E)

### **College of Occupational Therapists (COT) Guidance on disability and learning (only available to COT members) –**

<https://www.rcot.co.uk/about-us/specialist-sections/people-learning-disabilities-rcot-ss>

### **Health Professions Council (HPC) - Health, disability and becoming a health and care professional**

<http://www.hpc-uk.org/publications/brochures/index.asp?id=1111>

### **Royal National Institute for the Blind**

<http://www.rnib.org.uk/top-tips-healthcare-professionals>

## Appendix 1

### FACULTY OF HEALTH AND LIFE SCIENCES

### PRACTICE EDUCATION

#### **CASE REVIEW TO DETERMINE REQUIRED ADJUSTMENT(S) AND/OR ACCESSIBLE LEARNING ARRANGEMENTS FOR PRACTICE PLACEMENTS**

**To be completed following “Guidelines: Reasonable adjustment and/or accessible learning arrangements and Inclusive Practice: for health impairment, disability and learning differences” on the following link:**

[www.brookes.ac.uk/Documents/Practice-Education/Reasonable-Adjustment-and-Mitigating-Circumstances/Reasonable-Adjustment-for-Health-Impairment-and-Disability-Guidelines/](http://www.brookes.ac.uk/Documents/Practice-Education/Reasonable-Adjustment-and-Mitigating-Circumstances/Reasonable-Adjustment-for-Health-Impairment-and-Disability-Guidelines/)

Oxford Brookes University needs to ensure that students are fit to fulfil the practice learning requirements of the pre-registration programme for their chosen profession. There is also a requirement to ensure that patients are not harmed through any involvement in a student’s training and, as such, you are required to participate in the health screening process and you are encouraged to disclose any disability and specific learning differences.

Skills/functional observation and discussion may be included as part of the screening process when considering appropriate adjustments for your health condition, disability or learning difference in order for you to demonstrate that you have met the placement learning outcomes. Consideration will be given to any conditions which could pose a risk to patients or affect your fitness to practise and advice will be given about how any risk can be mitigated through reasonable adjustments and/or accessible learning arrangements to enable you to practice. Generally, advice about adjustments and/or accessible learning arrangements can be provided without the release of confidential personal medical information or disclosure of the reasons for any adjustments that are agreed. No medical information will be disclosed without prior consent of the applicant/student.

The staff contributing to the review will be determined by the applicant/student’s particular needs and the applicant/student will be integral to the process. For detailed information about current medical standards, please see Information regarding Higher Education Fitness Standards which can be found at: <http://www.heops.org.uk/guide.php>

Your personal clinical information will remain confidential and is processed in strict observance of the requirements of the Data Protection Act: <https://ico.org.uk/for-organisations/guide-to-data-protection/> and will be compliant with GDPR requirements: <https://www.itgovernance.co.uk/data-protection-dpa-and-eu-data-protection-regulation>

Applicant/Student Name	
Applicant/Student Number	
Course/Programme Title	
Date of Review:	
Name of person coordinating the review	
Job title of person coordinating the review	

**Confirmation of applicant/student understanding and reason for this Case Review**

I confirm that I understand the reason for this case review. I understand that the information will be shared with Practice and University staff to ensure my safety and the safety of others during my practice education experience.  
 I also understand that following the assessment, Occupational Health (or Student Support Services representative) will send a copy of this form to my academic Advisor and the Head of Practice Education/ Practice Education Unit (PEU), and a copy will be sent to me.

**Applicant<sup>4</sup>/Student's signature** .....

**Date:** .....

CASE REVIEW UNDERTAKEN BY<sup>5</sup>:

<b>Title:</b>	<b>Name (IN BLOCK CAPITALS)</b>
1. Applicant/Student	
2. Programme Lead or Recruitment Lead (Normally the coordinator of the Case Review)	
3. Placement Lead (or subject coordinator representing placement assessment),	
4. Occupational Health Representative (or Student Disability Advisory Service Representative if not an OH issue)	
5. *Optional upon request by applicant/student An individual acting as a support to the student (e.g. Student Support Coordinator, Academic Advisor)	

N.B.

The process of Case Review during programme completion can be revisited when needs change and will be reviewed as required/agreed at Review.

In the case of temporary/ acute health conditions, or the applicant/student is less than 18 years old; to ensure that reasonable adjustment(s) and/or accessible learning arrangements are only applied where required it is necessary to set a review date and identify a named person responsible for coordinating the review on the notification letter and assessment form.

DETAILS OF THE CASE REVIEW:

<sup>4</sup> This can be a signed and scanned document (e.g. if a face to face review is not required, or to confirm consent to setting up a face to face review with the applicant present)

<sup>5</sup> Roles 1-4 are required to undertake a case review

**N.B.** The Coordinator will need to provide details of the Review as follows:

- a list of the skills/functions<sup>6</sup> observed and assessment criterion for each skill<sup>7</sup>
- whether reasonable adjustments were in place (or not) prior to the review
- details of the reasonable adjustments applied<sup>8</sup>
- brief summary of the outcome
- support person in attendance, and the support activities they provided<sup>9</sup>
- Date for Review outcomes to be reviewed (e.g. annually)

**The review will consider whether it is necessary to seek specific placement provider organisations to respond as to whether the agreed adjustments are feasible in practice.**

Record of the Case Review ( this box can extend as required, or add additional sheets as necessary)

**N.B. Once the Agreed adjustments are made by the above Case Review process, A Record of Agreed Adjustment Form must be completed.**

---

<sup>6</sup> Skills may include but not limited to physical, cognitive, psychological skills

<sup>7</sup> Details need to be sent to the student at least two weeks prior to the review.

<sup>8</sup> Invite student to bring/ identify own equipment currently in use

<sup>9</sup> Invite student to bring/ identify 'support worker' e.g. interpreter, mobility assistance staff currently in use

**Appendix 2**

**FACULTY OF HEALTH AND LIFE SCIENCES**

**PRACTICE EDUCATION**

**CONFIDENTIAL: Record of Agreed Reasonable Adjustments for Practice Placement**

The following guidelines have been used to inform the completion of this record:

<https://www.brookes.ac.uk/Documents/Practice-Education/Reasonable-Adjustment-and-Mitigating-Circumstances/Reasonable-Adjustment-for-Health-Impairment-and-Disability-Guidelines/>

The following information is provided as a result of a case conference according to the agreed process identified in the above guidance

<b>Applicant/student Name</b>	
<b>Applicant Number</b>	
<b>Student Number</b>	
<b>Applicant/student contact details</b>	
<b>Programme</b>	
<b>Agreed Adjustments and/or accessible learning arrangements for practice placement and simulated practice.</b>	
<b>How placement staff will be informed of the above</b>	
The Placement Lead for your programme will inform the link lecturer and placement staff identified for your support in practice	

**Student Consent:**

I confirm I am happy with the content of the above and that this can be shared with staff who need to know in order to make the adjustments I require.

I know I can withdraw consent or change the level of disclosure outlined in this form at any time by contacting the Placement Lead for my Programme. I understand that adjustments may need to be reviewed depending upon the type of placement area. I understand that any need for reasonable adjustment and/or accessible learning arrangements review may impact upon my completion of placement, and that these reviews will be required if there are any concerns relating to public protection requirements of practice placement learning.

I would like this information to be shared with each placement on my behalf Yes / No

Signed by Applicant/student:.....Date:.....

**Name of Person completing this form on behalf of the Case Conference members:**

<b>Title:</b>	<b>Name (BLOCK CAPITALS)</b>	<b>Signature</b>
Occupational Health Representative		
University Disability Support Services Representative		
Placement Lead/Subject Coordinator		
Programme Lead		
Recruitment Lead		

**Note for Practice Placement Provider**

In line with the University’s Statement on Disability Disclosure, the information in this document has been shared in order to give you any information the Applicant/student would like you to know about their disability and support you in making appropriate adjustments. Please be aware that risk will have been considered at all stages through the development of this agreement and through Occupational Health Clearance. If there is any perceived risk in relation to a Applicant/student’s disability/impairment/learning difference, this will have been addressed prior to clearance being given for placement.

If you are unable to make any of the adjustments outlined in this adjustment please notify the Practice Education Unit who will forward to the relevant Placement Lead and the Learning Environment Lead (or equivalent) for your organisation

**Appendix 3**

## **STUDENT GUIDANCE ON WHY DISCLOSE?**

### **FAQs Students: disclosing your disability / health impairment/learning difficulty on, or in advance of, placements**

#### **Should you notify your placement supervisor/practice assessor/mentor about your disability / health impairment/learning difficulty on placement?**

Talking about your disability / health impairment/ health impairment/learning difficulty in a positive and constructive way can be of benefit to you. It can help to raise awareness and enable placement supervisors to understand and organise any adjustments you might need on your placement. We can help you to think this through.

#### **What can't be changed?**

All students have to demonstrate an ability to succeed against set criteria and many professional programmes involve competency based assessments – we can't change this for you.

#### **Why is it important to talk about your disability / health impairment/ health impairment/learning difficulty or your requirements?**

The reality is, 1 in 4 people experience a mental health difficulty at some stage in their lives and almost 1 in 5 people will develop a disability, almost half of University students have a learning difference (HEFCE 2015). Although we know it isn't always easy to talk about such personal things, it also isn't uncommon. We know that your placement providers want to be aware of any support you might need so that they can help you to have the best experience possible rather than you struggling unnecessarily.

We do understand why you might like to try your placement without mentioning disability or requesting adjustments, for example:

- Wanting to be treated in the same way as everyone else and not receiving what might be seen as 'special treatment'. After all, this placement could turn out to be a future employer!

We understand why you might have these concerns but we also want to make sure that everyone gets a chance to engage in their placements without any unnecessary obstacles to overcome. We know that placements are very stressful anyway, for all students, but we don't want your experiences to be any harder for you than they need to be.

Talking about your requirements and possible adjustments can help you to perform to the very best of your ability. Sometimes, withholding information about a disability or request for adjustments, means that you can't show your true abilities which can disadvantage you which would be a real shame.

Whatever you decide now, remember that you can change your mind at any stage during your studies. So, if you decide you want to try a placement first without disclosure and see how it goes, that is okay, or vice versa. Unless there is a risk to you or others in withholding information, we will never insist that you talk about a disability against your will or share information without your explicit consent.

Please note this is completely separate to Occupational Health clearance where you are required to disclose information about your health or disability in order to be deemed fit to practice. You must never withhold information during an Occupational Health clearance.

### **Examples of how adjustments might help you:**

Here are some real examples of different ways in which students have been supported on placement by talking about their issues and/or asking for adjustments:

1. A student told his placement lead that he took medication for a mental health issue and that, consequently, he felt tired in the morning. He asked to have the hours of his placement adjusted accordingly. The appropriate adjustments were made in negotiation with the student, the University and his practice based supervisor and he successfully completed the placement.

2. A student who has dyslexia found that she was having some issues with writing up her patient records on her first placement. All practitioners in this particular setting completed their notes at the end of the morning and afternoon sessions. The student was spending extra time writing up her notes and was staying much later than other students to finish the task each day. She also could not remember all the information about each patient, as she has some short-term memory issues, which is quite common in people who have dyslexia.

The practice based supervisor realised what was happening and initiated a discussion. As this was the student's first placement, she had not anticipated that record-keeping would be so challenging. The following modifications were agreed:

- a digital recorder was provided by the university to make verbal notes as she went along
- she was able to organise her patients so that she could write up her notes after seeing two patients throughout the day

3. Due to changing work practices within the NHS, some allied health profession students are being expected to work longer shifts (including early morning or evening) or to join in with 7 day working if these are required in a particular placement. A student who has mental health issues decided to negotiate placements in which more traditional patterns of working were standard practice. (Alternatively, these types of work practices may suit some disabled students better. It is important to be flexible and discuss this with your placement lead, preferably in advance of the placement.)

4. A student who has a visual impairment and whose placement was in an outpatient setting, was able to negotiate use of the same cubicle so that he did not have to search for a vacant one each time he treated a patient. Other staff members were encouraged to put equipment back in the same place every time following use, a procedure that turned out to be helpful for everyone.

## **Who can you talk to?**

**An Adviser in Student Wellbeing disability or mental health teams** – they can help you to think through whether you want to talk about your disability or reasonable adjustments, how people might react and how it might help you. They can start a 'Practice Placement Needs Agreement' which is separate to the Study Needs Agreement for your taught studies at the University. They will then pass this on to your Placement Lead (or equivalent link lecturer for example) at the University.

**Placement Lead for your programme at the University** – will confirm what adjustments will be deemed appropriate for the placement, in liaison with the placement provider if needed (placement leads (or equivalent) may discuss the PPNA with Student Wellbeing Advisors as required). They will complete the 'Practice Placement Needs Agreement' and can support you to share this with the placement provider, if you want their help with this.

**Placement provider/placement supervisor/practice assessor/mentor** – we can help you to share information with them. If you would like us to do this, you will also need to speak to them directly to make sure everything you need is in place. If possible, it would be best to do this before your placement begins.

If you are in any doubt whether or not to share information with your placement please come and speak to either Student Wellbeing or your Placement Lead for advice.

## **References:**

**HEFCE (2015) Student Characteristics: Disability Higher Education Funding Council for England**

**<http://www.hefce.ac.uk/analysis/HEinEngland/students/disability/> accessed 12 March 2018.**