

Academic Policy and Procedures



**Health Professions
and Nursing**

Enhancing Healthcare, Changing Lives



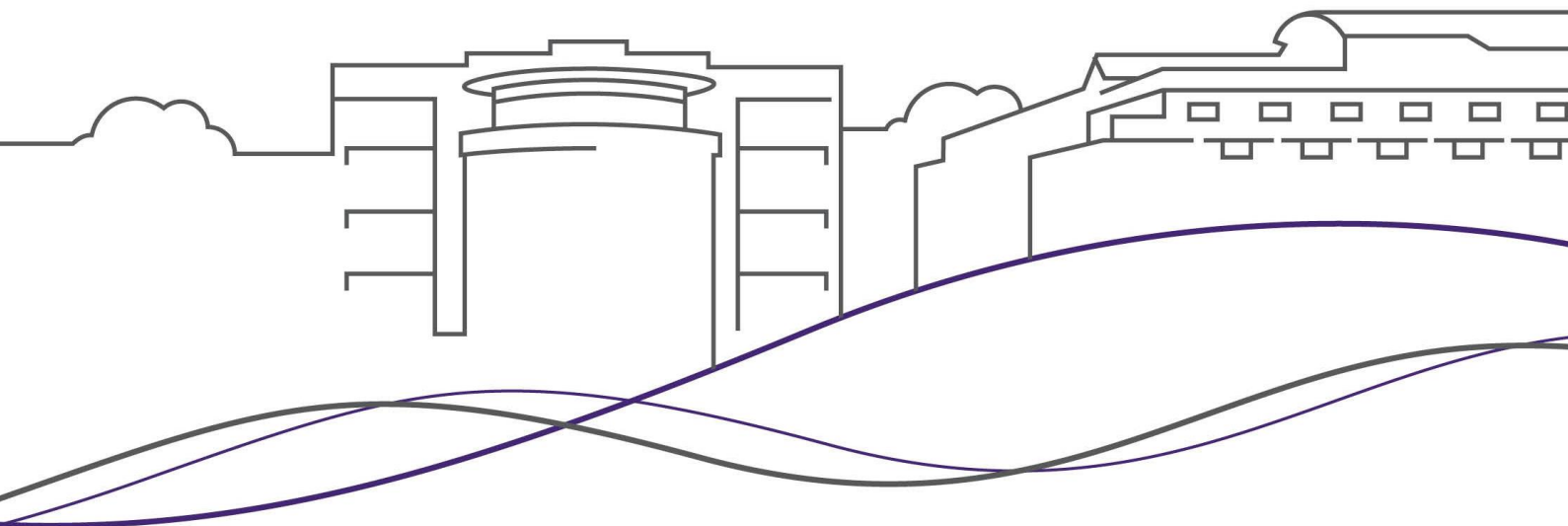
**UNIVERSITY
CENTRE
SOUTH DEVON**

[] South Devon College

Higher Education

Health Professions and Nursing Guidance for Supporting Students Requiring Reasonable Adjustments due to Disability

This document is only for students studying on a Health Professions and Nursing Course.



Document Control

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Introduction

Health Professions and Nursing at South Devon College aims to promote a climate where diversity and difference are valued and where attitudes to learning and placement experiences are flexible. This guidance has been produced to help safeguard equality of placement provision for disabled students, to ensure disabled students have access to fulfilling placement experiences and to set out the process whereby disabled students can also apply for reasonable adjustments and support in the classroom learning environment.

Reasonable Adjustments and Meeting Professional Standards

There is no requirement to compromise professional standards; rather it is the methods by which those standards are to be assessed or performed that may require reasonable adjustment.

Under the Equality Act 2010, it is unlawful to discriminate against disabled people, or treat a disabled person less favourably because of a disability. This applies to work-based placement that places duties on both universities and placement providers not to discriminate against disabled students whilst on placement and to **make reasonable adjustments to ensure the placement is accessible.**

It is the Students responsibility to disclose a disability; however, the College is ultimately responsible for making the placement provider aware of the requirements of the placement student, the need to make reasonable adjustments and for ensuring, as far as possible, that disabled students are not disadvantaged before, during or after placement.

A reasonable adjustment represents the method by which discrimination against a disabled person can be avoided. This may involve, for example, removing a physical barrier or providing extra support to make sure that, as far as is reasonable, a disabled worker has the same access to everything that is involved in doing and keeping a job as a non-disabled person.

Not all disabled students require reasonable adjustments on placement, however under the law, placement providers have to make reasonable adjustments even though the student is not a paid employee. However, the placement provider would not be expected to fund expensive reasonable adjustments for a student who is there for a short time.

Individual circumstances will dictate what is seen as a 'reasonable adjustment.'

Some students will be happy to suggest their own reasonable adjustments based on prior experience. Some reasonable adjustments may be useful for a range of disabilities/impairments, for example, flexibility over start time may be helpful for a student who has mental health difficulties or chronic fatigue syndrome.

Consideration should also be given to the setting and the workload of each placement, as this may alter the reasonable adjustment required. For example, a student who has difficulties processing information may require a smaller caseload in a busy acute hospital, to allow time for writing up notes. However, this may not be necessary if working with a smaller caseload over a longer period of time, for example in an assertive outreach setting.

Disclosure

- Students are required to disclose health conditions for Occupational Health screening, or to OH if subsequently emerges.
- As trainee professionals, disabled and non-disabled students alike have a duty of care in relation to the care and support of patients/service users/carers. This means that seeking disclosure advice and support regarding a disability, particularly in preparation for placement learning, is seen as safe practice and is thus an essential part of personal and professional development. There are a number of reasons why a person may choose not to disclose, including fear of discrimination/stigma. Also, some students may not identify themselves as disabled (for example, a student with dyslexia or a hidden disability like epilepsy). Some students may feel that reasonable adjustments are not required.
- College policy ensures that students are actively encouraged, to disclose disabilities so that they can benefit from the support of reasonable adjustments (if these are required).
- They may also choose to disclose their reasonable adjustments and not their disability. In terms of confidentiality, only key staff on the placement may need to know with the agreement of the student

Reasonable Adjustments and Confidentiality in the Placement Setting

Some students will use assistive technology in the academic setting as a reasonable adjustment to support their learning. Laptops and digital voice recorders should also be considered as reasonable adjustments by placement providers, consideration should be made in relation to infection control when using devices.

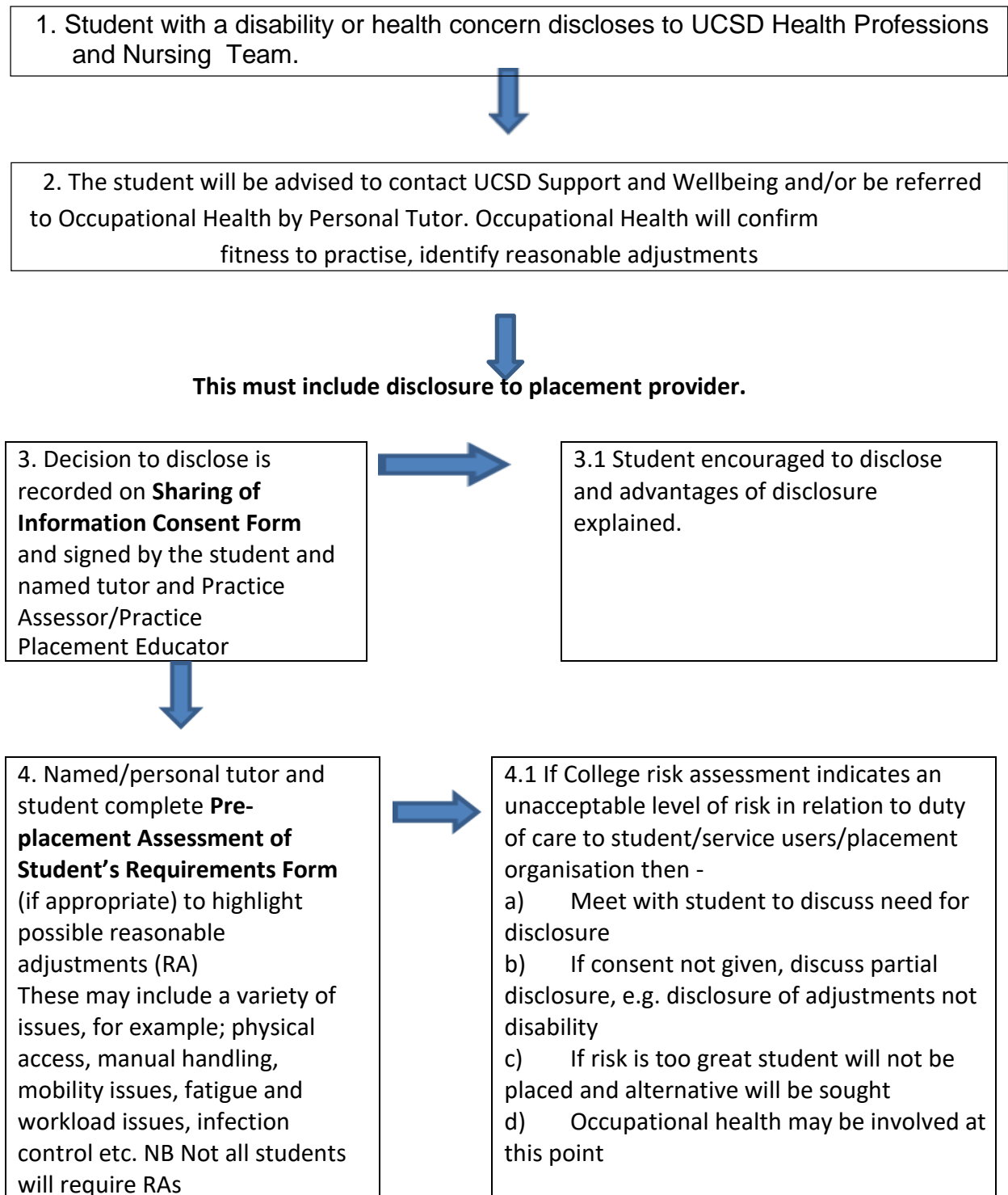
In order to keep information confidential, a strategy may need to be negotiated between the College, the student and the placement provider.

Procedure for Establishing Reasonable Adjustments for students Placement

There is a degree of flexibility within this procedure as students' needs may vary according to a number of factors, including the placement setting, level of study and the current state of the student's health.

If a student's Practice Assessors (nursing) / Practice Placement Educators (AHP) find that by following the procedures, they are unable to resolve them, please contact the Programme Coordinator, placement tutor contact or personal tutor

Pre-Placement



5. Named/personal tutor or student disclose to Practice Assessor/Practice Placement Educator, clarify who and what is to be disclosed. Named/personal tutor or student to negotiate **Practice Placement Support Agreement**



Some students with less complex needs may be able to negotiate adjustments themselves.



5.1. If student has complex needs it may be necessary to discuss these with the Practice Assessor/Practice Placement Educator to check they are able to accommodate possible adjustments before allocating the student. For example, arranging a later start time. When a student has complex needs it may be necessary to arrange a pre placement visit with student and PA/PPE. Placement provider organisation may wish to follow local policies or risk assessment. If it is likely that funded taxis or study support is required, involve H&WB representative. **Practice Placement Support Agreement (PPSA)** negotiated between all parties.



6. Named tutor or student writes up **PPSA. Tutor/Student and Practice Assessor/Practice Placement Educator sign.** Copies given to all parties.

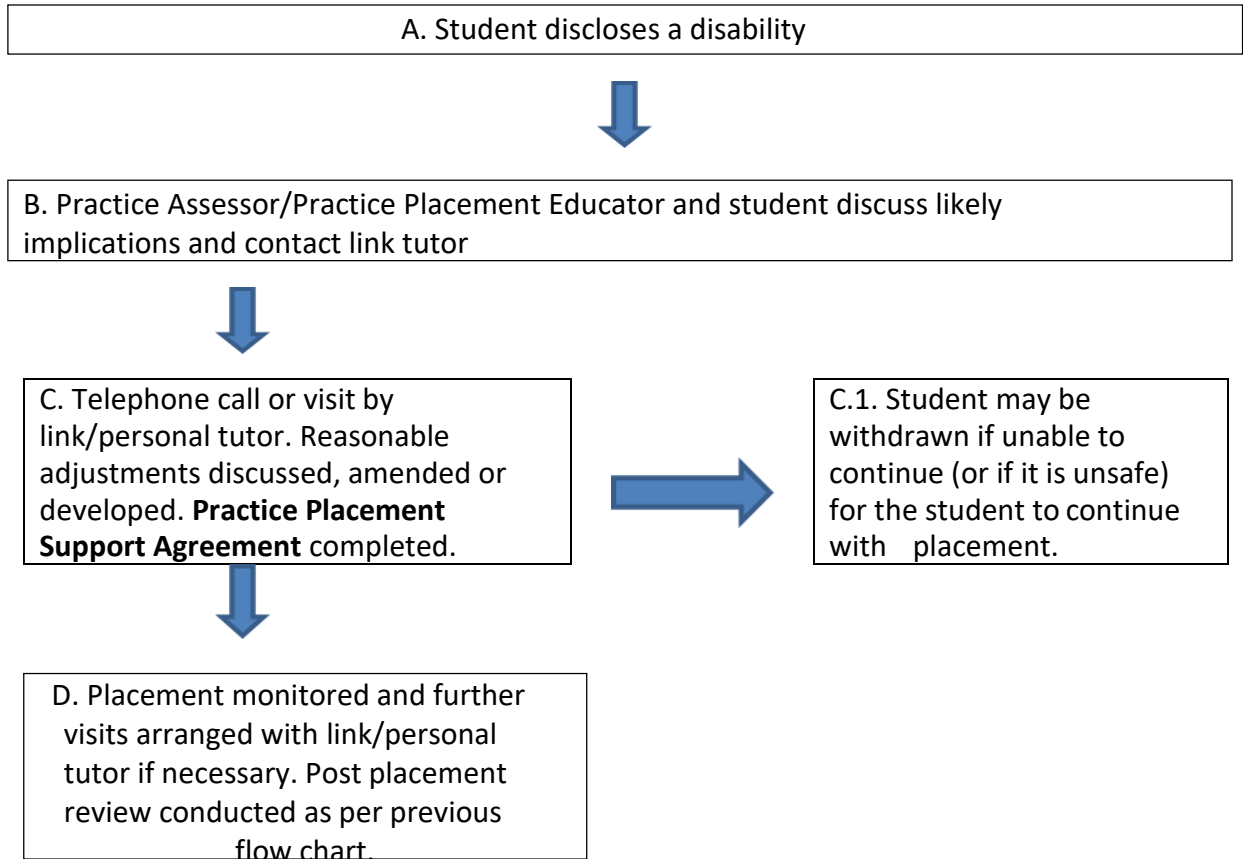


During Placement

7. Student commences placement and is monitored by link/personal tutor. Early visit made if necessary to check progress and modify **PPSA**

Post-Placement
8. **PPSA reviewed** and recommendations made for further placements.

1. If a Student Discloses a Disability during Placement



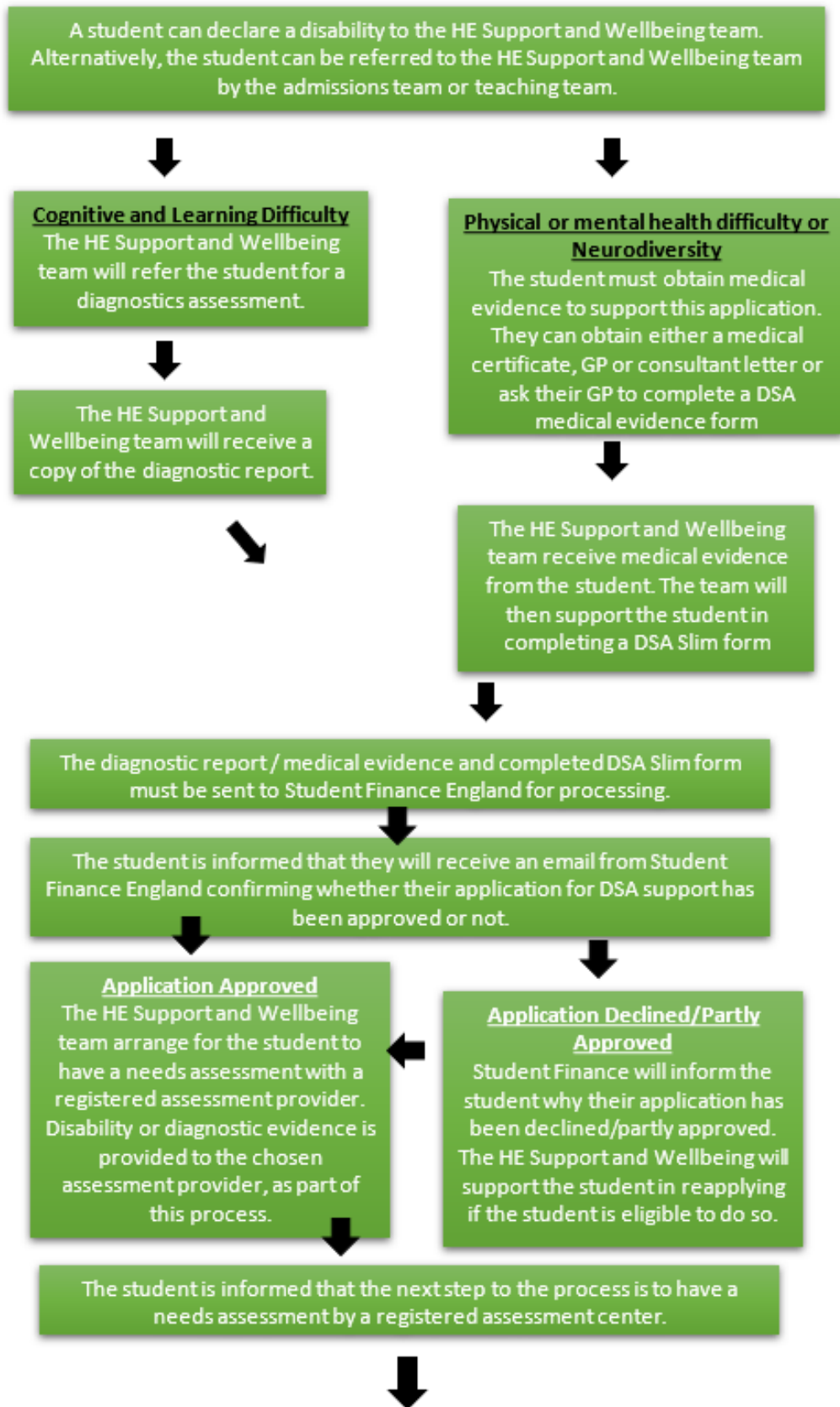
Reasonable adjustments in the classroom learning environment

Students who believe they might have a learning, physical or mental health difficulty that impacts on their learning and academic development are encouraged to declare their difficulty and if appropriate apply for disability support.

During the pre-entry period they are asked to declare any difficulty or disability during the application process, applicant events and communication, introductions from their personal tutor and/or teaching team, and within the Student Profile questionnaire. During Induction students are also encouraged to speak to their tutor and/or the Support and Wellbeing team to discuss their needs. Tutors remain mindful of referring students to the Support and Wellbeing team during their studies if they feel it is appropriate and in consultation with the students.

Once a student has indicated that they may have a learning, physical or mental health difficulty that impacts on their learning and academic development, they are encouraged to apply for disability support. Two separate processes exist for Student Finance England funded students and those who are undertaking an apprenticeship.

**Student Finance England funded students with disabilities
(Disabled Students Allowances – DSA)**



The student completes their needs assessment and the assessor writes a Needs Assessment Report. The assessor send the report directly to SFE and the students.

If the student has given their consent to share, then the HE Disability Advisor will receive a copy of the student's Needs Assessment Report.

The Student receives a DSA2 letter from Student Finance England. This letter provides a breakdown of the support awarded and the providers who SFE will pay for it. If the student has given consent to share to SFE, this letter will also be sent to the Disability Advisor and the Needs Assessor.

Using details within the DSA 2 letter the student can order their support equipment and associated training. The HE Support and Wellbeing team can support a student with these arrangements.

The NMH provider will make direct contact with the student to arrange mentoring sessions

The HE Support and Wellbeing team draw up the student support plan and will send this to the student's tutor for review.

Consent to share provided

If the student has provided a consent to share the student's tutor will also receive a copy of the student's TNA.

No Consent to share provided

If the student has not provided their consent to share, then the student's tutor will only receive the support plan.

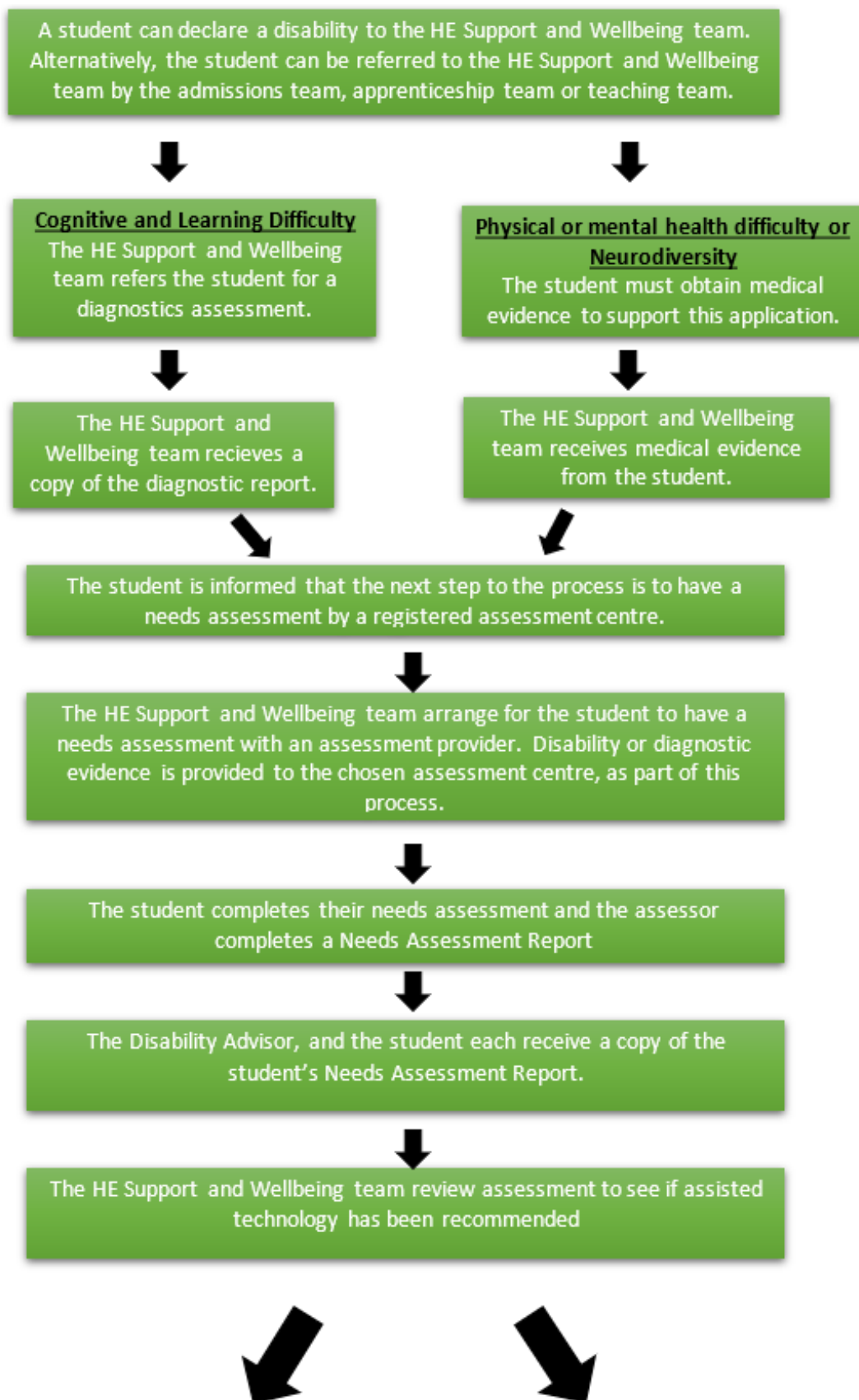


The tutor reviews the support plan with the student and, makes any amendments required. The tutor must confirm with the HE [Support](#) and Wellbeing team once completed.

Please note that all correspondence associated with this process should be logged on the student's secure contact information log.
Consent to share will be requested from the student

The tutor will meet with the student on a regular basis to monitor support and to assess if support provided continues to be fit for purpose.
The HE Support and Wellbeing team will ensure that transition to new tutors or the next level of course is fluid, support plans are monitored and updated if applicable by the course tutor.

Apprentice students with disabilities applying for Additional Learning Support



Yes

The HE Support and Wellbeing team will request for a purchase order to be raised for the chosen supplier.

No

The HE Support and Wellbeing team will draw up the student support plan and send to the student's tutor for review.



The HE Support and Wellbeing team inform the student that an order has been placed. The student is told to expect correspondence from the chosen supplier regarding equipment delivery.



The student may also be entitled to training for their assisted technology. If this is the case the HE Support and Wellbeing team will arrange for this to take place by chosen supplier. Again, the student will be informed.



The HE Support and Wellbeing team draw up the student support plan and will send this to the student's tutor for review.



Consent to share provided

If the student has provided a consent to share the student's tutor will also receive a copy of the student's TNA.

No Consent to share provided

If the student has not provided their consent to share then the student's tutor will only receive the support plan.



The tutor reviews the support plan with the student and, makes any amendments required. The tutor must confirm with the HE Support and Wellbeing team once completed.

Please note that all correspondence associated with this process should be logged on the student's secure contact information log. Consent to Share will be requested from the student.

The tutor will meet with the student on a regular basis to monitor support and to assess if support provided continues to be fit for purpose. The HE Support and Wellbeing team will ensure that transition to new tutors or the next level of course is fluid, support plans are monitored and updated if applicable by the course tutor.

Appendix A Record of Placement Assessment and Support Agreements



PRACTICE PLACEMENT SHARING OF INFORMATION CONSENT FORM

Student Name: Student

Number: Programme

and Year:

I authorise the College to pass on details of my disability to my practice placement assessor / educator.

I understand that a meeting may be held between me, my practice assessor/ educator and a College tutor to discuss my needs and the adjustments required.

Student Signature:

Date

Tutor Signature:

Date

I do not authorise the College to pass on details of my disability to my practice placement assessor / educator.

I understand that Plymouth College and the practice placement may not be able to make reasonable adjustments for me and that I can change my decision at any time in which case I will contact the College.

Student Signature:

Date

Tutor Signature:

Date

PRE-PLACEMENT ASSESSMENT OF STUDENT'S REQUIREMENTS FORM



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Student Name:

Student Number:

Programme and Year:

Placement Related Area	Support Required	Support Available	Additional Support
Transport arrangements and accommodation			
Work environment and Accessibility			
Specialist equipment and Software			
Format of material, print/electronic			
Support worker/enabler requirements			

Working hours and arrangements including rest breaks			
Work load planning			
Other (E.g. manual handling, infection control).			

PRACTICE PLACEMENT SUPPORT AGREEMENT



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Student Name:

Name of Placement Provider:

Dates of Placement:

Practice Assessor/Practice Placement Educator:

The following adjustments will be made for the duration of the placement:

Adjustment	Provider/Funder of Adjustment

TUTOR

The named tutor will monitor progress and support.

Named Tutor:

Date:

Contact details:

STUDENT

I agree with the adjustments above and I understand that I should notify my placement Assessor/Educator if, for any reason I am unable to attend my work placement.

Student:

Date:

PRACTICE AESSOR/PLACEMENT EDUCATOR

I agree with the adjustments above and I understand the need to contact the named tutor if any problems arise with the placement.

Practice Assessor/Placement Educator:

Date:

Following Assessment and the Support Agreement. Please place a copy in the students' personal file