
Welcome to our Practice Supervisor Practice Assessor support session:

Reasonable Adjustments:

An opportunity to discuss, supporting students with individual requirements and reasonable adjustments in practice.

Online Information Session
NHSGGC Practice Education Team



The **aim** of this professional development activity is to discuss reasonable adjustments and to develop an understanding of how we can support students in practice.

Learning Outcomes



Discuss examples of reasonable adjustment in Practice Learning Environments

Have an awareness of the legal requirements.

Describe how reasonable adjustments can present during clinical placements

Discuss the opportunities to identify and support the student in practice

Have an awareness of additional support options for students with requiring a reasonable adjustment.

Our Diverse Workforce

41,195

Individual employees working in **3,123** teams across NHSGGC.

2.51% LGBTQ+ Staff

Out of 25,730 who have recorded their sexuality on eESS

11%

Of staff are over 60. 15.3% are under 30

0.83% disabled staff

compared to 21.5% of the population across Scotland.

6.3% BME Staff

out of **29,842** staff who have recorded their ethnicity on eESS

79%

Of NHSGGC staff are female

39%

Of staff have recorded they have a **religious** background

Over **300**

Staff members of our LGBTQ+ staff forum, BME Network and Staff Disability Forum

Reasonable Adjustment



The Approved Education Institutions (AEI), with its practice learning partners, is responsible for ensuring that the equality and diversity needs of all those who are part of an educational experience are taken into account (NMC,2019)

The Equality Act defines a ‘competence standard’ as an academic, medical, or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability. Reasonable adjustments cannot be made to a competence standard. However, adjustments can be made in order to help the student meet the standard. (UK Govt, 2010)



Pre Placement planning Record

Placement Planning Record (PPR)

The purpose of this placement needs assessment is to consider any potential reasonable adjustments might be required while a student is on placement. It is the starting point for discussion with the student, Disability Adviser and Academic Disability Co-ordinator to identify any concerns or issues that may arise from the impact of their condition while on placement. This will offer the opportunity to explore the type of reasonable adjustments that can be provided while on placement. The PPR is context specific in that it addresses the needs of a single placement setting so it is anticipated that the process would be applicable for each placement.

Any reasonable adjustments recommended in this document will generally be determined through consultation/agreement with the Placement Co-ordinator and the Placement Educator during pre-placement meeting.

Student Name: _____ Student ID: _____
Programme of Study: _____
Specific disability information: | _____
Name/location of Placement: _____

Areas of possible impact of condition on placement and recommendations



Assessing competency in clinical practice

Reasonable adjustment can allow a student with an individual requirement to achieve competency or meet a standard

But – professional standards and competencies must be maintained

It is the students decision and responsibility to disclose they have a specific learning need

The student can still fail even if they have reasonable adjustments in place if they don't meet the required standard – duty to safeguard and protect the public

Examples in practice

Dyslexia

Religion and Culture

Anxiety

Carer duties

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Any thoughts

Have you had to make any reasonable adjustments for a student in practice?

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How confident are you about managing reasonable adjustments in practice?

What can we do to assist students?

Let's look at three scenarios

Examples in practice

Student requesting time to pray

At Ramadan, a student states they need 2 half breaks and traveling time to go to the sanctuary to pray. "During Ramadan, Muslims make an extra effort to attend all the 5 daily prayers in the Masjid (Mosque)".

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Student with carer duties

A student starts their placement with you and is requesting to start each shift 45 mins later than the official start time.

Student with dyslexia

A student discloses to you that they have dyslexia and that they are struggling to complete documentation on time and prioritizing tasks.

Activity (10 minutes)

- In your breakout rooms, discuss one of the previous scenarios (you may wish to nominate one person to take notes and feedback):
 - Impact on or within your clinical area?
 - What adjustment can you think off?
 - Are they reasonable?
 - Anything you can share with the group that will help?

Student orientation...

A 2nd year pre-registration nursing student on a 6-week placement has started with you.

As their PS or PA, you are having an orientation and preliminary meeting with them later today.

In preparation, you read the previous assessments in their PAD.

The initial meeting...

Orientation and Preliminary meeting **MUST** take place within 48 hours of starting PLE. (PS or PA)

Discussion and documentation of the student's learning development plan. (PS or PA)

What should you consider?

ORIENTATION & PRELIMINARY MEETING	
PART 1: PLE 1	
<p>In accordance with the <i>NHS Education for Scotland (2020) Quality Standards for Practice Learning</i>, a preliminary meeting should take place within two days of commencing practice. Preferably your practice supervisor (or someone acting on their behalf) should meet with you. The discussion should establish the following:</p> <ul style="list-style-type: none"> • The previous skills you have practised, in order to identify your current learning needs • The level at which the proficiencies/practice learning outcomes have to be achieved during this PLE • The available learning opportunities within this PLE • Any additional student support requirements taking cognisance of reasonable adjustment • An initial Learning Development Plan for Learning 	
Date of preliminary meeting	
Topics to be Discussed:	Please initial when complete
Orientation to the practice learning environment and equipment	
Shift patterns and meal breaks/facilities	
Sickness/absence reporting procedure	
Accident /incident reporting procedures and systems	
Emergency and fire procedure	
Health and Safety Policy including lone working	
Introduction to Health and Social Care Professionals	
Introduction to Patients/Clients	
Confidentiality and data protection	
Professional behaviour	
Policy on corporate and personal use of social media	
Raising concerns guidance	
Access to Scottish Practice Assessment Document (PAD)	
Student's individual requirements, e.g. reasonable adjustments	
Available practice learning experiences	
Student's practice learning expectations	
Student's strengths and areas for improvement	
Uniform policy for the practice learning environment	
Development support plan	
Student's mandatory training record	
Consider if a risk assessment is required (see Section 1.5)	
Consider appropriate dates for interim feedback meeting and final assessment	

Learning development plan

Inclusive process – involve the student with creating LDP

Allows learning opportunities to be planned specifically for that student

SMART learning objectives

What learning opportunities are available in your workplace?

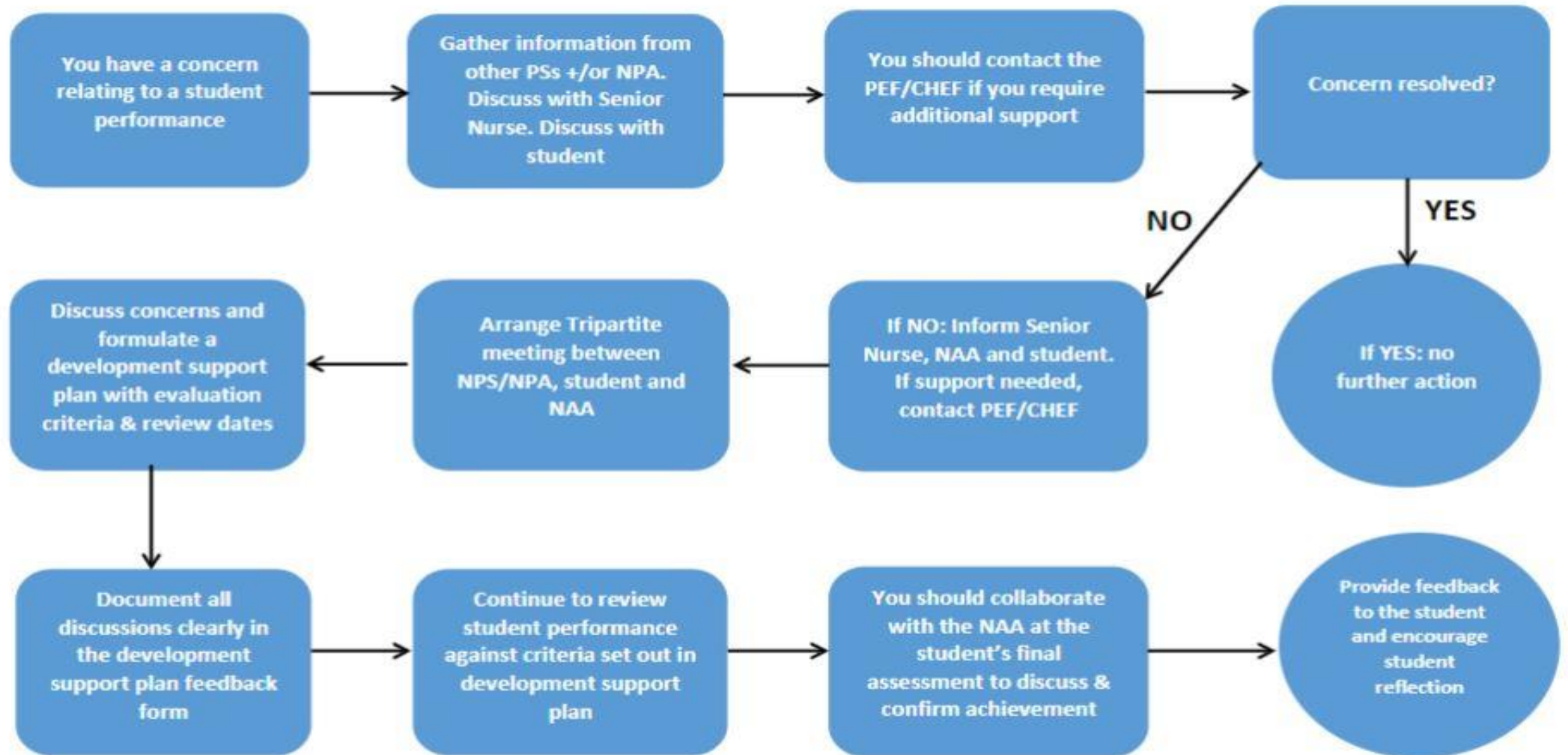
Align to the skills and procedures in the PAD

LEARNING DEVELOPMENT PLAN		
PART 1: PLE 1		
<p>Please use the space below to summarise the main points arising from the preliminary meeting with the student and discussion around the students learning development plan.</p>		
<p>Please identify skills and procedures that could be achieved within area:</p>		
Date ____/____/____	Student Signature:	Practice Supervisor and/or Assessor Signature:
Agreed date for next meetings	Interim:	Final:

Learning Development Support Plan

Development Need Identified:					
<i>Communication skills relevant to nursing handover and MDT ward round for current participation in care level</i>					
Specific areas to be addressed	Related Platform number/proficiency	Participation in care level	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
Stacey lacks proficiency in communication skills in relation to verbal handover to nursing staff and verbal update on patient progress at MDT ward round.	Platform 1 1.11 Annexe A: 1.9 1.11	Developing independence	Review PAD Review university theory/literature/articles related to handover skills and the use of SBAR. Opportunities will be given to practice/role play handover Focus on one patient only for nursing handover and MDT ward round and undertake this under supervision of PS/PA. Self-reflect on progression and have feedback dialogue with PS/PA after each handover episode		
	1.6		Reasonable Adjustments: No night shifts		
Practice Assessor/Supervisor Signature:		Student Signature:		Academic Assessor Signature:	
				Date __/__/__	
Development support plan outcome :		Achieved / Not Achieved (please circle)			Date __/__/__

Practice Learning Support Protocol: Nominated PS/PA Flowchart



• Any Questions??



Summary

Discuss with all students if they have any individual requirements

Always seek advice from the University and or PEF if you are unsure how to best support a student

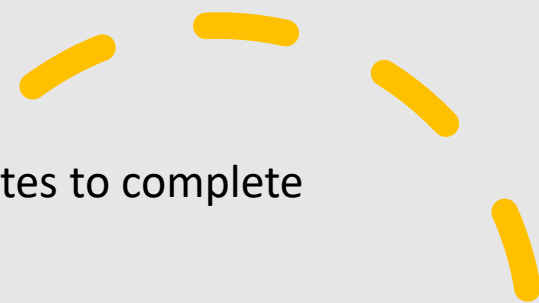
Never lower the standard of competence required when implementing reasonable adjustments

Seek regular feedback on whether reasonable adjustments are meeting the needs of the student and record within student documentation

Complete a fair assessment



Evaluation

- Can everyone please take a few minutes to complete our evaluation form:
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Reasonable Adjustments Evaluation Form