



ROYAL COLLEGE OF  
PHYSICIANS AND  
SURGEONS OF GLASGOW

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# Royal College of Physicians and Surgeons of Glasgow

Access Arrangements and Reasonable Adjustments Policy for  
Candidates with a Disability or Specific Learning difficulty

October 2022



## INTRODUCTION

The Equality Act 2010 and Equal Status Acts 2000 to 2011 require Royal Medical Colleges in the UK and Ireland to make reasonable adjustments where a candidate who is disabled would be at a substantial disadvantage in comparison to someone who is not disabled. The Royal College of Physicians and Surgeons of Glasgow is required to take reasonable steps to overcome that disadvantage. This policy outlines the processes to follow in applying for a reasonable adjustment in relation to dental Intercollegiate Specialty Fellowship Examinations (ISFEs) and FRCS Ophthalmology examinations, and the basis on which reasonable adjustments can be granted.

## DEFINITIONS

### Reasonable Adjustment

A reasonable adjustment for a particular person may be unique to that individual. How reasonable the adjustment is will depend on a number of factors, including the needs of the disabled candidate. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes, or if it affects the security or integrity of the assessment.

The needs and circumstances of each candidate are different. The College will consider any request for a reasonable adjustment on a case-by-case basis.

The format of the examination will also have a bearing on whether a requested reasonable adjustment is permissible. The competence level of the examination cannot be altered.

The College reserves the right to seek independent advice to ensure any adjustment(s) and arrangements are appropriate, and are in accordance with any applicable legislation.

### Access Arrangements

Access arrangements allow candidates with special educational needs, disabilities or temporary injuries to:

- a) access the examination;
- b) show what they know and can do without changing the level of difficulty of the examination or providing an unfair advantage over candidates who do not require a reasonable adjustment.

The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.

### The Equality Act 2010 – Definition of Disability

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- a) identifying a physical or mental impairment;
- b) looking into adverse effects and assessing which are substantial;
- c) considering if substantial adverse effects are long term; and
- d) judging the impact of long term adverse effects on normal day to day activities.

'Substantial' means 'more than minor or trivial'.

'Long term' means the impairment has existed or is likely to exist for at least 12 months.



'Normal day-to-day activities' may include mobility, physical coordination, speech, hearing, eyesight and memory or ability to communicate.

## THE PROCESS

- a) Candidates wishing to apply for special consideration must notify the examinations unit of the College in writing, upon application or as soon as possible following the commencement of the disability e.g. sudden accident/illness.
- b) All requests must be accompanied by medical supporting documentation. In the case of dyslexia, a full Educational Psychologist report is required.
- c) Candidates applying online should send a copy of their medical documentation to the examinations unit of the College **within one week of application**. Medical documentation sent at a later date will not be considered. All reports will be returned at the candidate's request. The College may not be able to accommodate a reasonable adjustment request if there is insufficient time between receiving the medical documentation and the examination date.
- d) Upon receipt of the medical documentation the College may request additional evidence if deemed necessary.
- e) When supplying an Assessment Report in the case of dyslexia, the assessment should have been completed at the age of 16 years or over.
- f) The submission of supporting evidence is required for each exam application
- g) The candidate must specify which of the recommended adjustments within their documentary evidence they are requesting for consideration by the College.

## SUBMISSION OF EVIDENCE

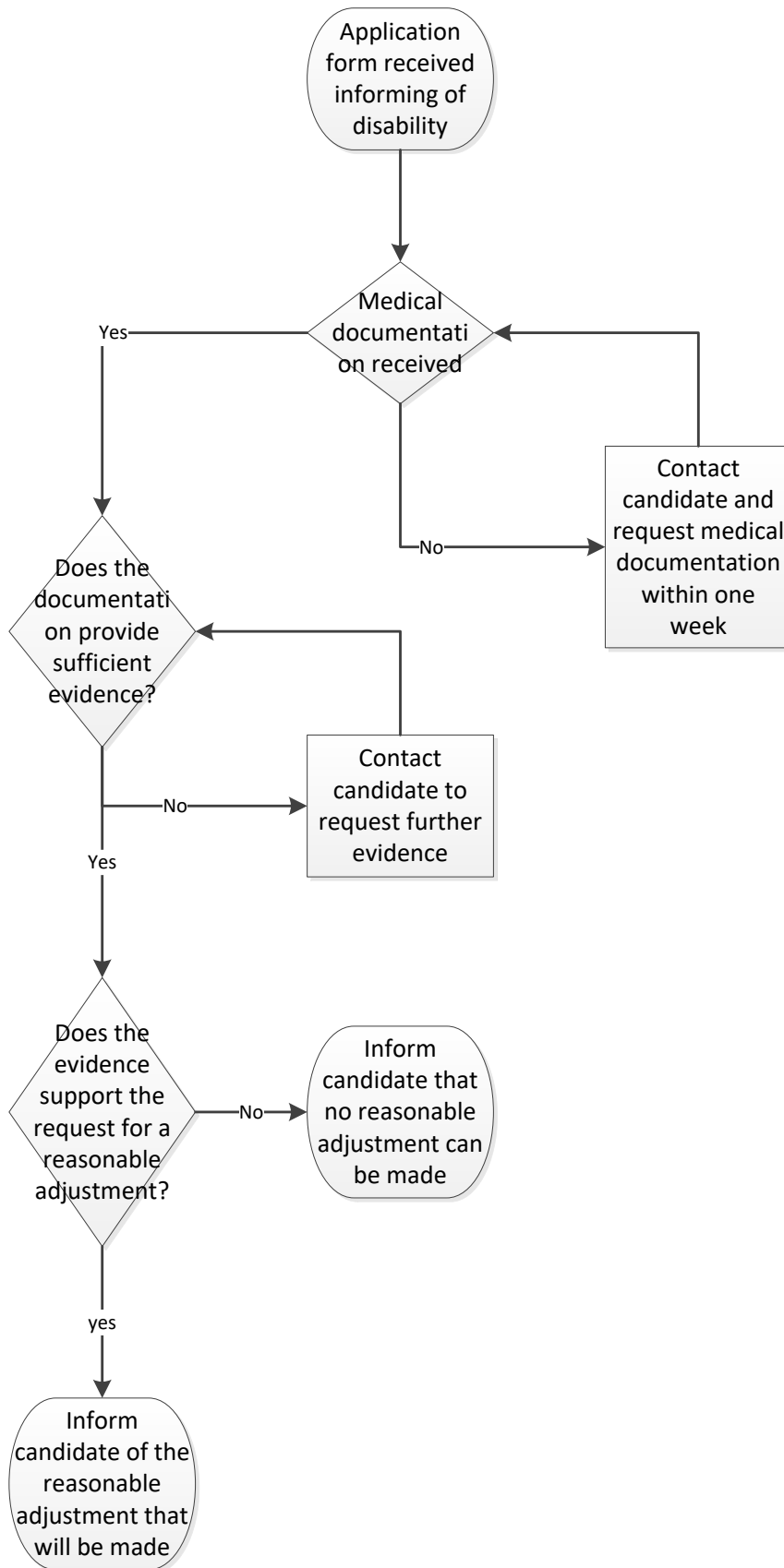
Appropriate evidence of need must be provided to the College within one week of application. It should provide the relevant information of the nature and extent of the disability and confirm that without reasonable adjustment the candidate would be at a substantial disadvantage.

The original medical documentation should be supported with:

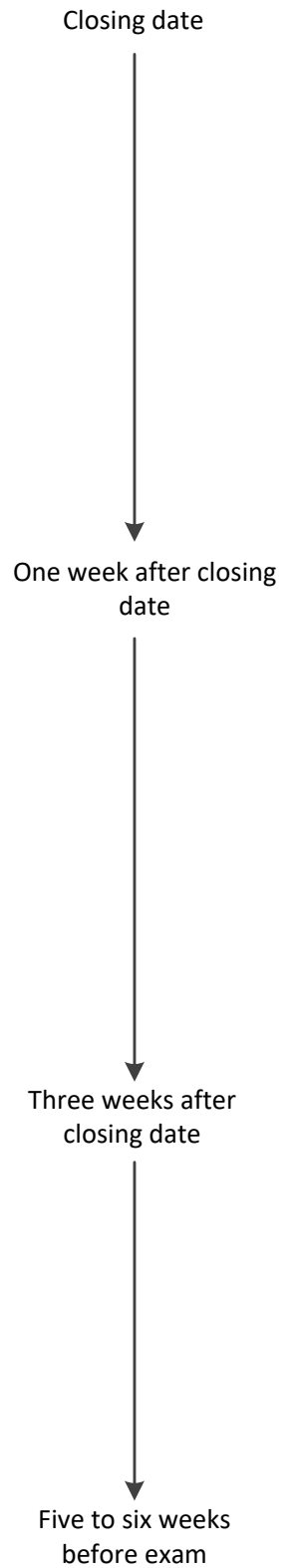
- a) a letter from an Educational Psychologist, Clinical Psychologist or appropriately qualified psychologist or
- b) a letter from an appropriately qualified psychiatrist; or
- c) a letter from a hospital consultant confirming a physical impairment; or
- d) a letter from a Speech and Language Therapist



# THE PROCESS



# Timeline



## Reasonable Adjustment Outcomes Guidance

Each Reasonable Adjustment request will be assessed on a case-by-case basis. The following reasonable adjustments are not exhaustive and are provided as examples only.

### Written Examinations (FRCS Part 1 and 2, ISFE Part A)

<b>Category</b>	<b>Reasonable Adjustments</b>	
	<b>Extra Time</b>	<b>Other</b>
<b>Hearing impairment or deafness</b>	No	<ul style="list-style-type: none"> <li>○ Written instructions issued at the start of an exam.</li> <li>○ Inform relevant staff members/remote proctors</li> </ul>
<b>Speech impairment</b>	No	<ul style="list-style-type: none"> <li>○ Inform relevant staff members/remote proctors</li> </ul>
<b>Dyslexia</b>	Amount dependent on Educational Psychologist recommendations	<ul style="list-style-type: none"> <li>○ All written material in dyslexic 'friendly' fonts, appropriately sized.</li> <li>○ All written material on appropriately coloured paper if required.</li> <li>○ Specific formatting</li> </ul>
<b>Learning difficulties</b>	Amount dependent on Educational Psychologist recommendations	<ul style="list-style-type: none"> <li>○ Supervised rest breaks</li> </ul>
<b>Temporary conditions due to illness or injury</b>	Possibly	<p>Possible effect on performance</p> <ul style="list-style-type: none"> <li>○ May need scribe depending on nature of injury</li> <li>○ Supervised rest breaks due to pregnancy</li> </ul>
<b>Provisions needed related to pregnancy</b>	Possibly	<ul style="list-style-type: none"> <li>○ Supervised rest/movement breaks</li> </ul>

FRCS Part 3: clinical and structured oral examinations and ISFE Part B: Clinical or Desktop Exercise and Management of Healthcare Delivery

<b>Category</b>	<b>Reasonable Adjustments</b>	
	<b>Extra Time</b>	<b>Other</b>
<b>Speech impairment</b>	No	<ul style="list-style-type: none"> <li>○ Inform relevant examiners</li> </ul>
<b>Dyslexia</b>	FRCS Part 3: No  ISFE Part B: Yes (for assimilation periods)	<ul style="list-style-type: none"> <li>○ All written material in dyslexic 'friendly' fonts, appropriately sized.</li> <li>○ All written material on appropriately coloured paper if required and printed images not to be laminated</li> </ul>
<b>Mobility problems which may:</b> <ul style="list-style-type: none"> <li>○ Restrict access to certain rooms or ability to carry out clinical examination of patients.</li> </ul>	No	<ul style="list-style-type: none"> <li>○ Where practical, ensure access is possible for all rooms and appropriate toilet facilities are available.</li> <li>○ FRCS Part 3 clinical exams – patients accessible</li> </ul>
<b>Temporary conditions due to illness or injury</b>	Possibly	Possible effect on performance <ul style="list-style-type: none"> <li>○ May need scribe or disabled access depending on nature of injury</li> </ul>
<b>Provisions needed related to pregnancy</b>	Possibly	<ul style="list-style-type: none"> <li>○ Additional breaks may be provided</li> <li>○ Accommodation in a venue with a suitable room where possible to allow privacy if candidate needs to express breast milk on exam day</li> </ul>

Appeals

Where the candidate does not believe the adjustments made are reasonable, they may ask for their case to be reviewed by the Director of Education and Assessment. The case may be referred to the Vice President Surgical or the Lead Dean of SFEE, whose decision is final.

Contact Details

Any queries relating to access arrangements and reasonable adjustments should be directed to the College, using the appropriate contact details.

**FRCS Ophthalmology:**

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