Alternative Routes to Progression and Graduation for Students with Complex Disability Related Needs

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1. Institutional Duty

1.1 The RVC has a duty to make reasonable adjustments where a student is placed at a substantial disadvantage because of their disability compared with people who do not share that disability. Whilst most reasonable adjustments are straightforward and are implemented as part of our business-as-usual processes there are an increasing number of complex cases where students present with severe allergies/disabilities/health conditions during their degree programme. These need to be appropriately considered in line with our responsibilities to make reasonable adjustments whilst ensuring that students are able to meet the competence standards of the programme. Whilst these cases are rare it is important the RVC has a clear process for managing them. This policy sets out how the RVC will implement such adjustments.

2. Legal context

Step 2: Deputy Director of Learning and Wellbeing (or nominee) to convene a case review meeting between relevant parties. These meetings may include:

- Registry
- Appropriate senior member of the rotations or clinical team
- Learning and Wellbeing
- Senior Tutor

The review meeting will consider the student's disability/health condition, existing medical evidence, occupational health reports, competence standards of the programme, and provisional recommendations from support and academic staff. Other factors, including those as set on in 7.61 of the [Equality Act 2010](#) will also be considered.

Cases will be considered on a 'case by case' basis.

The review meeting will consider any reasonable adjustment which can be made.

Recommendations on any proposed assessment programme will be made, ensuring compliance with the RCVS Competency standards.

Possible recommendations for alternative routes to progression/ graduation may include (not an exhaustive list):

- To eliminate risk of exposure and manage the assessment by alternative routes
- Use of digital/ online materials for student to assess
- Use of manikins
- Consider assessment of other elements that would still result in achieving a specific learning out1 0 59.eBT/F 11.04 Tf1 0BT/F 11.04 Tf1 0 0 1 210.53 437.69Tm0 g0 G)]