**School of Medicine - Personalised Examination Provisions**

The [GMC](http://www.gmc-uk.org/) is responsible for setting the standards and outcomes for undergraduate medical education. The current requirements are set out in [*Tomorrow’s Doctors: outcomes and standards for undergraduate medical education*](http://www.gmc-uk.org/education/undergraduate/tomorrows_doctors.asp), GMC, 2009.

*Tomorrow’s Doctors* states that the Medical Schools are responsible for:

* Protecting patients and taking appropriate steps to minimise any risk of harm to anyone as a result of the training of their medical students.
* Providing a curriculum and associated assessments that meet the standards and outcomes in *Tomorrow’s Doctors*.
* Ensuring that only students who demonstrate the outcomes set out in *Tomorrow’s Doctors* are permitted to graduate.

King’s College London School of Medicine has a diverse student population and is supportive of any student seeking personalised examination provision (PEP). The PEP Committee considers a huge volume of requests each year and the School is often able to accommodate the recommended adjustments to a written examination environment – the most common being extra time for students with dyslexia. There are some instances, however, where adjustment or further identification of a Specific Learning Difficulty (SpLD) is not appropriate.

To comply with the outcomes specified in *Tomorrow’s Doctors* and to contribute to a robust demonstration that patients will not be put at risk, graduates must be able to keep accurate and legible records, communicate clearly by written and electronic means, prescribe safely and make effective use of computers and other information systems (see specifically outcomes 13a, 15c, 17c & d and 19a & b, *Tomorrow’s Doctors,* 2009).

In light of these outcomes and the importance of assessing them appropriately, the School of Medicine does not permit the following adjustments to be made for students with an identified SpLD:

* use of readers,
* use of scribes,
* examination script stickers / coursework cover sheets (to inform examiners that the student submitting the work is unable to deliver the assessment in the expected manner).

The School believes that this approach provides some assurance that the King’s College London assessment system protects the public at the point of registration.

The [School Disability Adviser](http://ehealth.kcl.ac.uk/sites/ltc/) is available to any undergraduate medical student who has (or feels they may have) a learning difficulty for which they would like support or advice.

Requests for adjustments to objective, structured clinical examinations (OSCEs) – which contain elements of written assessment – are considered on a case-by-case basis and fall outside the scope of this statement.

**Dr Charles Twort**

**Chair, School of Medicine Undergraduate Examination Board**