

Reasonable Adjustments and Special Considerations

This policy is primarily aimed at our customers and learners. It is also for use by our staff to ensure they deal with all reasonable adjustment and special consideration requests in a consistent manner.

This policy outlines:

* our arrangements for making reasonable adjustments and special considerations in relation to our Training,
* how learners qualify for reasonable adjustments and special considerations, and
* what special considerations will be given to learners.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

* learners have a permanent disability or specific learning needs,
* learners have a temporary disability, medical condition or learning needs, and/or
* learners are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that the assessment opportunities are equal for all learners, so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

There are two ways in which access to fair assessment can be maintained:

* through reasonable adjustments, or
* through special considerations.

**DEFINITION OF REASONABLE ADJUSTMENTS**

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. They are made to an assessment for a qualification to enable a disabled learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that training/qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

* changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity,
* adapting assessment materials, such as providing materials in Braille,
* providing assistance during assessment, such as a sign language interpreter or a reader,
* re-organising the assessment room, such as removing visual stimuli for an autistic learner,
* changing the assessment method, for example from a written assessment to a spoken assessment,
* using assistive technology, such as screen reading or voice activated software,
* providing the mechanism to have different colour backgrounds to screens for on-screen assessments or asking for permission for copying to different coloured paper for paper-based assessments, and/or
* providing and allowing different coloured transparencies with which to view assessment papers.

**DEFINITION OF SPECIAL CONSIDERATIONS**

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment.

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

* performance in an assessment is affected by circumstances beyond the control of the learner e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment,
* alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate,
* part of an assessment has been missed due to circumstances beyond the control of the learner, and/or
* there is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the learner could have performed more successfully in the assessment

Special consideration should not give the learner an unfair advantage, neither should its use cause the user of the certificate to be misled regarding a learner’s achievements. The learner’s result must reflect his/her achievement in the assessment and not necessarily his/her potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

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