



SPECIAL CONSIDERATIONS AND REASONABLE ADJUSTMENTS POLICY

Aim

The aims of this policy are to facilitate open access to Vocational Programmes for learners, who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This will be achieved through:

Reasonable Adjustment

This is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. It is made to an assessment for a qualification to enable a disadvantaged learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification. Reasonable adjustments must not affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments, 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

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

Centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

Special Consideration

This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment and which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an

assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Special consideration should not give the learner an unfair advantage, nor 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.

Learner Entitlement

- All learners shall be entitled to apply for RPL, providing they meet the specific requirements of the validating / awarding organisation governing the qualification for which they are studying.
- A learner who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
- A learner may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures

Principles of making reasonable adjustments

These principles should be followed when making decisions about a learner's need for adjustments to assessment:

- should not invalidate the assessment requirements of the qualification
- should not give the learners an unfair advantage
- should reflect the learner's normal way of working
- should be based on the individual need of the learner

Signed: A. TAYLOR

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Adam Taylor
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