



SARUM LEARNING  
**REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY 2023**

## **REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY**

This policy is aimed at learners who are enrolled on one of the accredited courses offered by Sarum Learning ('the Centre') and who submit requests for reasonable adjustments and special considerations.

### PURPOSE

The purpose of this procedure is to ensure that learners who experience exceptional adverse circumstances that may affect, or have affected, their performance may nevertheless be assessed fairly, without advantage or disadvantage compared with other learner.

It is the responsibility of the learner to inform their centre that they believe that the Reasonable Adjustment and Special Consideration Procedure should be invoked.

The Centre will request from the learner evidence to support the claim. This can be in the form of a medical certificate/doctor's letter, psychological assessment etc. Once this has been received the Centre will decide on the appropriate adjustment/consideration in liaison with the learner.

### **DEFINING REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS**

#### OVERVIEW

The Centre seeks to uphold human rights relating to race relations, disability discrimination and special educational needs of its learners and to provide equal reasonable adjustments and special considerations for all learners registered on its programmes. Consequently, it complies with the following principles and guidelines.

Assessment should be a fair test of learners' knowledge and what they're able to do, however, for some learners the usual format of assessment may not be suitable. We aim to ensure that these assessments do not bar learners from taking our qualifications.

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
- learners are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement 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 and



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- through special considerations.

#### 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.

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

- changing standard assessment arrangements, for example allowing learners extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille
- providing access facilitators 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.

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.

Awarding bodies and 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 CONSIDERATIONS

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment. Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Learners cannot enter a plea for special considerations for assessment solely on the grounds of disability or learning difficulty. Learners must declare their needs prior to the assessment period and all necessary arrangements must have been implemented by you. If learners leave such a declaration until after the assessment, reasonable adjustment arrangements cannot be made until the next available assessment opportunity.

Special consideration should not give the learner an unfair advantage. The learner's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner, but will always be a minor adjustment as to do more may jeopardise the standard.

Where an assessment requires a competence, criterion or standard to be met fully, it may not be possible to apply special consideration. In some circumstances it may be more appropriate



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to offer the learner an opportunity to retake the assessment at a later date or to extend the registration period so that the learner has more time to complete the assessment activity.

### **MAKING REASONABLE ADJUSTMENTS**

Adjustments to assessments:

- 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

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

The Centre has a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

We will bear the following in mind when considering whether an adjustment to assessment is appropriate:

Learners should potentially be able to achieve the assessment requirements. Adjustments to assessment should not compensate the learner for lack of knowledge and skills. The learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment.

Any adjustment to assessment must not invalidate the assessment requirements of the qualification/award or the requirements of the assessment strategy. Competence standards should not be altered. While vocational awarding bodies should take all reasonable steps to ensure that learners with a disability or difficulty are not placed at a substantial disadvantage in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard. All learners' performance will be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each learner has an equal opportunity to demonstrate what they know and can do.

Any adjustment to assessment mustn't give the learner an unfair advantage nor should it disadvantage the learner. The qualification of a learner who had an adjustment to assessment must have the same credibility as that of any other learner. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.

Any adjustment to assessment must be based on the individual need of the learner.

Decisions about adjustments to assessment will be taken after careful consideration of the assessment needs of each individual learner, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. The same adjustment may not be required for all assessments. Different qualifications and different



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methods of assessments can make different demands on the learner. Learners will be consulted throughout the process.

Any adjustment to assessment should reflect the learner’s normal way of working providing this does not affect what is being assessed in any way. The learner should have experience of and practice in the use of the adjustment.

**THE CENTRE’S ROLES AND RESPONSIBILITIES**

**INTERNAL ASSESSMENT**

Arrangements for reasonable adjustments and special consideration for the internal assessment must ensure that the resulting learner’s evidence:

- meets the performance criteria
- is assessable
- is capable of internal verification/moderation and external verification/moderation.

In cases where we’ve made arrangements for reasonable adjustments for a learner to complete the internal assessment component, we will make the details available to our External Moderators, External Verifiers or Quality Advisors during their centre visit.

**EVIDENCE REQUIREMENTS**

If our learners require arrangements for reasonable adjustments or special considerations they should provide us with evidence of their learning needs or medical condition. We will ensure that suitably qualified personnel check that the evidence is current and relevant to the learner. Examples of evidence could be a relevant diagnostic report or statement of learning needs or medical condition from appropriately qualified personnel.

**CONFIDENTIALITY**

We treat all records of reasonable adjustments and special consideration in confidence. Further details are available in our Data Protection policy.

**POLICY REVIEW**

Policy reviewed on an annual basis by Sarum Learning’s Head of Centre. Next review due on 11<sup>th</sup> October 2024.

	<b>Name</b>	<b>Date</b>
Approved by	Luke James	11/10/23
Updated by		
Reviewed by		