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Reasonable Adjustment and Special Consideration Policy



Foresight aims to facilitate open access to qualifications 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. Reasonable adjustments must not, however, 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.



Introduction

Foresight recognises disabilities are of a diverse nature and it does not tolerate discrimination on the basis of disability. Foresight complies with the Equality Act 2010 and the amendments to the Act. It also recognises that the performance of a learner may be affected by extenuating circumstances occurring at the time of assessment.

The policy guidance explains how the centre should manage/request reasonable adjustment and/or request special consideration identifies roles and responsibilities describes the practice for dealing with lost or damaged work.

1. Reasonable Adjustment

1.1 Explanation of Reasonable Adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. This must not affect the validity or reliability of assessment outcomes, but may involve: changing usual assessment arrangements adapting assessment materials providing assistance during assessment re-organising the assessment physical environment changing or adapting the assessment method using assistive technology.

Reasonable adjustments must be approved and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners. Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed, the same adjustment for all assessments.



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Reasonable adjustments permitted fall into the following categories:

- Changes to assessment conditions
- The use of mechanical and electronic aids
- Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators

Please note that a reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

Examples of reasonable adjustments as defined by the above categories are listed below:

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids
- Use of assistive software
- Assessment material in large format or Braille
- Readers/scribes
- Practical assistants/transcribers/promoters
- Assessment material on coloured paper or in audio format
- Language modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

1.2 Centre Recruitment

It is vital that Foresight recruit with integrity onto the appropriate qualification. Foresight must ensure that learners have the correct information and advice on their selected qualifications and that the qualifications will meet their needs. The recruitment process will involve a staff member assessing each potential learner and making justifiable and professional judgments about the learner's potential to successfully complete the assessment and achieve the qualification.

The assessment will identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the learner.

Foresight will ensure that learners are aware of the range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all required assessment; and any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

1.3 Applying Reasonable Adjustment

Reasonable adjustments require approval before an assessment and are intended to allow attainment to be demonstrated. A learner does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner.

A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- Affect the validity or reliability of the assessment.
- Give the learner(s) an unfair advantage over other learners taking the same or similar assessment.
- Influence the final outcome of the assessment decision.

- Foresight will apply reasonable adjustment in a transparent and unbiased manner.

It is the responsibility of the Project Manager to ensure that any access arrangement implemented by Foresight on behalf of the learner, is based on firm evidence of a barrier to assessment.

1.4 Requesting Reasonable Adjustment from Foresight

Where such external assessments are part of a short course of study, the reasonable adjustment request must be submitted at least one working week prior to the assessment(s) in question.

1.5 Assessing Achievement

Foresight will ensure that for all internal assessments, achievement is given only for the skills demonstrated by the learner and that reasonable adjustments do not compromise the outcomes of assessment (as identified in 1.3 above).

1.6 Special Educational Needs

Foresight should note that a Statement of Special Educational Needs (SEN) does not automatically qualify the learner for reasonable adjustment to assessment, as: the SEN statement may not contain a recent assessment of the needs; and the reasonable adjustment may compromise assessment (as identified in 1.3 above).

2. Special Considerations

2.1 What is Special Consideration?

A special consideration is a consideration given following a period of assessment for a learner who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment or misses part of the assessment due to circumstances outside their control. It is important to note that it may not be possible to apply special consideration in instances where an assessment requires the demonstration of practical competence criteria have to be met fully units/qualifications confer licence to practice.

Where assessment is in the form of on demand assessment, such as electronic tests set and marked by computer, then it is probably more appropriate to offer the learner an opportunity to take the assessment at a later date. A special consideration cannot give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome.

Foresight's decision will be based on various factors, which may vary from learner to learner, and from one subject to another. These factors may include the severity of the circumstances, the date of the assessment, the nature of the assessment (e.g. practical, oral presentation, etc.)

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.

A learner will not be eligible for special consideration if:

- no evidence is supplied by the learner to show that s/he has been affected at the time of the assessment by a particular condition any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence preparation for a component is affected by

difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

The following are examples of circumstances which might be eligible for special consideration: terminal illness of the learner terminal illness of a parent recent bereavement of a member of the immediate family serious and disruptive domestic crises leading to acute anxiety about the family incapacitating illness of the learner severe car accident recent traumatic experience such as death of a close friend or distant relative flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack recent domestic crisis recent physical assault trauma broken limb on the mend.

2.2 Applying for Special Consideration

Foresight will put arrangements in place to enable a learner, in extenuating circumstances, to complete assessment and thus achieve the qualification. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each learner.

3. Right to appeal

Where a learner or tutor/assessor fails to agree with a decision of reasonable adjustment or special consideration made in respect of this policy, and then the learner or tutor/assessor have the right of appeal using the Appeals Procedure.