

## **Momentum Training and Consultancy – Reasonable Adjustments and Special Considerations Policy**

### **Introduction:**

This policy sets out the procedures that learners and tutors should follow when implementing reasonable adjustments and special considerations.

### **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. Reasonable adjustments 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 and/or
- Using assistive technology.

Reasonable adjustments must be approved by the Internal Quality Assurer (IQA) or in some circumstances the External Quality Assurer (EQA) 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.

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, CCTV;
- 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;
- Use of ICT/responses using electronic devices.

### **Applying reasonable adjustment**

Reasonable adjustments are approved by the centre or Awarding Body 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) in question an unfair advantage over other learners taking the same or similar assessment and/or
- Influence the final outcome of the assessment decision.

### **Declaring centre approved reasonable adjustments**

Centres can authorise adjustments to assessments for A Category reasonable adjustments (see City and Guilds website for details of A and B categories).

Centres need to declare any centre approved reasonable adjustments using the Form for Reasonable Adjustments ('A' Categories – centre approved), which is available on the City and Guilds website.

### **Applying for City and Guilds approved reasonable adjustments**

Centres will need to apply for adjustments to assessments on behalf of a learner for (B Category reasonable adjustments). Centres need to apply for any City and Guilds approved reasonable.

Adjustments using the Form for Reasonable Adjustments (B Categories – City and Guilds approved) which is on the City and Guilds website. A separate application will need to be completed for each learner.

### Special consideration

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the learner either just before or during the assessment. Reasons for special consideration could be

- Temporary illness;
- Injury or
- Adverse circumstances at the time of the assessment.

A learner may be eligible for special consideration if:

- Their performance in an external assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment or
- The alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.
- Any part of an assessment that has been missed due to circumstances beyond the control of the learner.

Learners may apply for Special Consideration during or after an assessment, but may not apply for Special Consideration in the case of a permanent disability or learning difficulty. The extent of the adjustment will depend on the actual circumstances during the assessment and will reflect the difficulty faced by the learner.

### Applying for special considerations

Centres need to apply for special consideration using a Form for Special Considerations; which is available on the City and Guilds website. A separate form should normally be completed for each learner for each qualification. However, in cases where a group of learners has been disadvantaged by a particular event (e.g. fire alarm), a single form should be submitted, with a list of learners affected should be attached to the form.

**This policy was implemented on 1<sup>st</sup> June 2017 and will be reviewed in May 2020**