



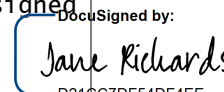
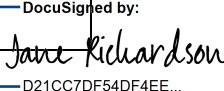
Learner Support and Reasonable Adjustments Policy

COVER SHEET

Document Control

Document Title	Learner Support and Reasonable Adjustments Policy
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Version History

Version Date	Version Number	Comments	Reviewer	Approved by	Date Approved	Approver Signature
15.07.22	2		Quality Manager (Jane Richardson)	Managing Director (Idalina De Jesus)	15.07.22	Countersigned  <small>DocuSigned by: Jane Richardson D21CC7DF54DF4EE...</small>
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Location: C:\Users\Jane\School of Marketing Dropbox\Policies\Policies and Procedures\AGREED POLICIES



Scope

The world of apprenticeships is a growing community with people of all ages, backgrounds, experience, and knowledge.

School of Marketing are passionate about the learner journey, and we want to make sure everyone is welcomed and included, this includes the group learning delivery sessions and the WhatsApp group communities.

It is important that within these communities that learners are in a safe environment to build relationships with others along their apprenticeship journey.

It is important to **School of Marketing** that the expectation is that learners always conduct themselves in a professional and respectful manner towards others e.g your tutor, skills coach, your employer and any other person who is supporting you.

Having Values and expected behaviors

- Attendance to certain learning sessions are mandatory and it is the expectation that you attend as these are a core requirement of your apprenticeship.
- Understanding emotional intelligence and the impact your actions or words can have on others and respecting the beliefs and values of others
- Have a positive commitment to your learning
- Show respect to others
- Abadie by our Plagiarism, Cheating and Collusion Policy

School of Marketing encourage you to interact and network with others in the apprenticeship community and always treat everyone with respect.

During conversations within the community there will be different opinions and beliefs, these topics are not to be avoided but respected and sometimes in a sensitive manner.

Behaviors deemed unacceptable

- Violence or incitement of violence towards others
- Offensive comments related to race, religion, gender, disability, physical appearance, ethnicity, or religion
- Inappropriate social contact or comments
- Sharing of private conversations with others who were not present
- Use of drinking alcohol to excess and the use of illegal drugs



Reporting Unacceptable behaviors of others

It is expected that if you think you or a fellow apprentice is at risk of harm you must report this to your tutor or skills coach who will support and if needed will report this to the School of Marketing Safeguarding officer.

Examples:

- Physical harm from others
- Concerns of mental or physical abuse
- General wellbeing

Reasonable Adjustments and Special Considerations Policy

- our arrangements for making reasonable adjustments and special considerations in relation to our qualifications
- how learners may qualify for reasonable adjustments and special considerations
- the reasonable adjustments we will permit and those where permission is required in advance before they are applied
- what special considerations will be given to learners
- appealing a reasonable adjustment/special consideration decision

Definition of Reasonable Adjustments

Reasonable adjustment is defined as: an adjustment made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification. (From Ofqual, General Conditions of Recognition).

A Learner does not necessarily have to be disabled (as defined by the Equality Act 2010) to be entitled to reasonable adjustments to assessment under this Policy. Every Learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The Learner may have developed coping mechanisms which minimise or remove the need for 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 qualification. 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.

Definition of Special Considerations

A special consideration is consideration to be given to a Learner who has temporarily experienced an illness or injury, or some other event outside of the Learner's control, which has had, or is reasonably likely to have materially affected the Learner's ability to: (a) take an assessment, or (b) demonstrate his or her level of attainment in an assessment. (From Ofqual, General Conditions of Recognition).



Overview

The **School of Marketing** is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications and, which at the time of writing includes, but is not limited to the Equality Act 2010. We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our learners and to provide equal reasonable adjustments and special considerations for all learners registered on our qualifications. Assessment should be a fair test of learners' knowledge and what they are able to do, however, for some learners the usual format of assessment may not be suitable. We ensure that our qualifications and 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 2 ways in which access to fair assessment can be maintained:

- through reasonable adjustments and
- through special considerations.

Examples 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 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 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
- providing assistance during assessment, such as a sign language interpreter or a reader, or increased time
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- using assistive technology, such as screen reading or voice activated software
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments



- providing and allowing different coloured transparencies with which to view assessment material/qualification support material

Examples 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. For example, special consideration could apply to a learner who had temporarily experienced:

- an illness or injury
- some other event outside of their control 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.

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 their achievement in the assessment and not their potential ability.

Process for Requesting Reasonable Adjustments/Special Considerations

If a learner is making a request, they should complete a reasonable adjustments and special consideration request form.

Supporting information may include:

- learner's name and registration number
- nature of, and rationale for, the request
- supporting information/evidence (e.g. medical evidence or a statement from the invigilator or any other appropriate information)

Requests for reasonable adjustments should be submitted no later than 30 days before the assessment.

Requests for special consideration should be submitted as soon as possible after the assessment and not later than 5 working days after the assessment.

If the application for special consideration is successful, the learner's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a learner's result.

Response Process for Reasonable Adjustment/Special Consideration Requests

We will aim to respond to all requests within 10 working days of receipt. If we are unable to respond within that time frame we will provide you with an estimated response date.

Appeals

If you wish to appeal against a decision on a reasonable adjustments or special consideration arrangement that was applied, please refer to School of Marketing's Appeals Policy.



Review Arrangements

School of Marketing will review the policy six monthly as part of our self-evaluation arrangements; amendment and review may also be in response to feedback requests or good practice guidance issued by Regulators, to align with their appeals and complaints process.