



REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY

Purpose of Policy

This policy is aimed at our staff and learners who are delivering/registered to a School of Marketing qualification. It is also for use by our staff to ensure they deal with all reasonable adjustment and special consideration requests in a consistent manner.

This policy outlines:

- 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 (learners will find this in our Learning Management System) and in doing so supply relevant supporting information.

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 annually 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.