

Reasonable Adjustments and Special Consideration Policy and Procedure

Definitions

Reasonable Adjustments - are adjustments 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.

Special Consideration - is consideration to be given to a learner who has temporarily experienced (a) an illness or injury, or (b) some other event outside of the learner's control which has had, or is reasonably 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.

EQA - the External Quality Assurer appointed by Crossfields Institute who undertakes the final assessment of learners' portfolio of evidence.

IQA - the Internal Quality Assurer appointed by the Centre who oversees the ongoing assessment of learners' work.

Assessment Task - the nature of a range of different activities undertaken by learners as detailed in their portfolio of evidence.

Final Assessment - the assessment of the portfolio of evidence undertaken by the EQA.

Context

The assessment methodology of all Crossfields Institute qualifications is that qualifications are based on assessment of a learner's portfolio of evidence. The centre sets their own centre-devised assessment tasks which must be scrutinised by the internal quality assurance process and made available to the EQA on request. The qualification is awarded following EQA monitoring activity that scrutinises centre systems and procedures as well as sampling a range of learners' portfolios of evidence. The EQA will either confirm that they agree with the assessment decisions made by the centre, or not. . The EQA will check that the centre-devised assessment tasks have been implemented appropriately and consistently and that standardisation has been undertaken by the Centre.

Based on the context of the assessment methodology the procedures of

- Reasonable adjustment must be approved by Crossfields Institute before the learner starts their programme of learning
- Special Considerations are delegated to the Centre who will provide evidence of their decisions to the EQA upon request. The exception is if the learner requires more than twice the normal time for the completion of the qualification when approval from Crossfields Institute must be obtained)

General Principles

The Centre will take reasonable care to:

- provide valid alternative arrangements for access to the assessment task where necessary
- give attention to the assessment task where specific circumstances have arisen at or near to the time of assessment that were not provided for by prior reasonable adjustments
- ensure that neither a reasonable adjustment or special consideration gives an unfair advantage over other learners
- ensure that a reasonable adjustment or special consideration does not reduce the validity or reliability of the assessment task
- ensure that the provision of a reasonable adjustment or special consideration does not mislead the users of the qualification about the learner's potential attainment
- ensure that the provision for a reasonable adjustment or special consideration does not compromise the integrity or credibility of the qualification
- determine a reasonable adjustment or special consideration in relation to the defined needs of individual learners
- consider the learner's usual methods of learning and producing work when making decisions on about a reasonable adjustment or special consideration.

Reasonable Adjustments

Reasonable Adjustments are made BEFORE the learner starts on their programme of learning/assessment and must be approved by Crossfields.

Procedure and Process

Where a learner is likely to need a reasonable adjustment, the Centre should:

1. choose assessment tasks which are most appropriate for the learner with a known long-term or permanent disability or learning difficulty
2. diagnose the requirements of each learner individually making use of specialist advice from external sources, as appropriate
3. ensure that the adjustments requested will assist the learner to demonstrate their attainment without affecting or circumventing assessment requirements
4. consider the learner's normal way of learning and producing work as a basis for reasonable adjustments provided that this would not give the learner an unfair advantage or compromise the integrity of the assessment task
5. ensure that the learner has experience of and practice in the use of the adjustments requested
6. before any assessment* provide the EQA with the plan of adjustments for the learner
7. contact the EQA before the commencement of the programme if there is any doubt surrounding the acceptability of proposed adjustments for a particular learner
8. note that a learner with an Education Health Care Plan (EHCP) does not necessarily qualify automatically for reasonable adjustments.
9. note that failure to comply with the above may lead to a learner's award being withheld

*The Centre will provide the EQA with evidence of the need for reasonable adjustments i.e.

- Learner's name
- Title of the award
- The assessment task for which a reasonable adjustment is claimed
- Precise nature of the disability or indisposition and its effects in relation to assessment
- Where appropriate provide current medical/psychological evidence from a competent person to support the application

- The supporting evidence from a competent person must clearly indicate why the learner has learning disabilities or particular needs severe enough to warrant reasonable adjustments
- The specific nature of the reasonable adjustments provided and the assessment plans of adjustments
- The EQA will notify CFI about the circumstances of the reasonable adjustment in their confidential written report

Guidance

- Reasonable adjustments apply to both permanent or long-term disabilities and learning difficulties, and to temporary disabilities, illnesses and indisposition's
- Should a temporary condition arise that might impact on an assessment task, the advice of the EQA can be sought if necessary, especially if the circumstances are unusual or distressing
- Judgements are made by the Centre according to the circumstances and needs of the individual learner
- In respect of permanent or long-term conditions, the most appropriate qualification and pathway should be chosen to meet the needs of the learner
- Some learners with physical disabilities also have sensory difficulties or problems. If learners have multiple disabilities, all the possibilities for meeting the assessment task by the learner should be considered
- Before planning reasonable adjustments for a learner the Centre should consider whether:
 - ~ to consult a specialist external service
 - ~ the severity of effect of the particular disability is likely to change before the time of any set assessment task
- The impact of reasonable adjustments on other learners should be taken into account and consideration should be given to ensure that these do not give the learner an unfair advantage over other learners or compromise the integrity of the assessment task
- For some learners, it may be permissible to use alternative forms of communication to give direction or instruction e.g. the use of British Sign Language
- In all cases, when consideration is being given to a learner with particular needs (whether EHCPs or not), the Parents, Guardians or Carer of the learner must be consulted with and kept informed of the appropriateness of the award, and the demands of the assessment tasks before the learner commences the programme of study
- Careful consideration must be given to the resourcing implications of any reasonable adjustments
- In the case of learning difficulties, there must be evidence of need and a history of provision during the teaching of the course. The evidence should take the form of one of the following:
 - ~ details from the Education Health Care Plan
 - or
 - ~ a relevant diagnostic report confirming a learning disability produced by an appropriately qualified and competent person
- The evidence must be held by the Centre and made available to the EQA

Special Consideration

Special Considerations can be used once the learner HAS STARTED on their programme of learning/assessment.

Eligibility

1. A learner who is fully prepared for an assessment task will be eligible for special consideration if:
 - (a) performance is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment task;
 - (b) reasonable adjustments which were made in respect of a permanent or long-term disability proved inappropriate or inadequate
2. A learner will not be eligible for special consideration if:
 - (a) any part of the assessment task is missed due to personal arrangements including holidays or 'unauthorised' absence
 - (b) no evidence is supplied by the centre that the learner had been affected at the time of any assessment task by a particular condition e.g. chronic hay fever
3. Learners will not be eligible for special consideration if:
 - (a) preparation is affected by difficulties during the course of study e.g. disturbances through building work, lack of proper facilities/resources, changes in or shortages of staff, industrial disputes
 - (b) the effect on the final assessment cannot be reliably verified by the awarding body

Procedure and Process

The Centre will provide the EQA upon request with evidence of the need for special consideration i.e:

- Learner name
- Title of the award
- The assessment task for which a special consideration is claimed
- A full description of the adverse circumstances on the date(s) of the assessment task
- Where appropriate current medical/psychological evidence from a competent person to support the application
- The nature of the special consideration provided
- The EQA and Centre must be satisfied beyond all reasonable doubt that the case of an individual learner is genuine
- The EQA will notify CFI about the circumstances of the special consideration in their confidential written report

Appeals on Reasonable Adjustments or Special Consideration Decisions

If any centre or learner is dissatisfied with a decision about Reasonable Adjustments or Special Considerations, they can appeal the decision. Please refer to our appeals policy for details of this process