

Reasonable Adjustment and Special Consideration Policy

Introduction

This policy is primarily aimed at learners who are undertaking or have completed a Johnson Training Ltd (JTL) or other qualification or unit. 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 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

Policy overview

JTL is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications, and includes, at the time of writing, but is not limited to, the Equality Act 2010 or Northern Ireland Equality Law. We seek to uphold human rights relating to race relations, disability discrimination and any special educational needs of our learners, and to provide equable 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 standard format of an 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 two ways in which access to fair assessment can be maintained:

- through reasonable adjustments
- through special considerations

Process for requesting reasonable adjustments and/or special considerations

Requests for reasonable adjustments should be submitted a minimum of *20 working days* before the assessment.

Requests for special consideration should be submitted as soon as possible after the assessment and a maximum of *five working days* after the assessment. Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- medical evidence comes to light about a learner's condition, which demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment
- for onscreen assessments where results are immediately available

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

Definition 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 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 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
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology, such as screen reading or voice activated software
- providing the mechanism to have different coloured 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 papers

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.

JTL is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

Definition 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:

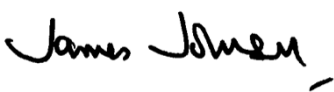
- an illness or injury
- some other event outside of their control, and which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment

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 his / her achievement in the assessment and not necessarily his / her potential ability. Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a licence to practice, it may not be possible to apply special consideration in some circumstances, for example, for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

This Policy is regularly reviewed in order to ensure its continuing suitability.

Copies of the Policy are made available to all members of staff.

Name:	James Johnson
Position:	Managing Director
Date:	Signature:  30 10 2018

Review Dates:

Review date	Reviewed by:	Comments	Version
30 10 2019	JJ	No changes required	2
29 10 2020	JJ	No changes required	2
30/10/2021	JJ	No Change required	3
30/10/2022	JJ	No Change required	4
30/10/2023	JJ	No Change required	5
29/08/2024	MJ	No Change required	6
01/09/2025	MJ	No change required	6
The next policy review date is 01 09 2026			