



TITLE:	ACCESS ARRANGEMENTS, REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATION POLICY
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INTRODUCTION/OVERVIEW:

Aim

- To allow learners with special education needs, disabilities or temporary illness/injuries to access assessments and show what they know and can do without changing the validity and reliability of the assessment.

Scope

- The scope of this policy and procedure covers all programmes of study at Rutland Adult Learning & Skills Service (RALSS).
- This policy and procedure aligns with the national guidance provided by awarding bodies and the Joint Council for Qualifications.
- Assessments that are not taken under examination conditions – these types of assessment form the basis of the majority of assessment activity for courses offered online by RALSS. With these types of assessments, the Centre has greater flexibility to be responsive to an individual learner’s needs and choose an assessment activity and method that will allow the learner to demonstrate attainment. These types of assessments may include: coursework, set assignments which are researched in the learner’s own time, assessment activities devised by the awarding body (AB), assessments where the learner has to collect evidence in order to demonstrate competence. The assessment requirements for the majority of vocational qualifications fall into this group. In these types of assessments, the learner may meet the specified assessment criteria in any way that is valid.

Terms and Definitions

- An access arrangement is any arrangement which is put in place to meet the particular needs of an individual learner without affecting the integrity of the assessment. Access arrangements are approved before the assessment activity takes place. The use of an access arrangement will not be taken in to consideration during the assessment of a learner’s work.
- Reasonable adjustments are required where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. All reasonable steps are required to be taken to overcome that disadvantage. Reasonable adjustments should be approved or set in place before the assessment activity takes place. The assessment produced by the individual will be marked in the same way as the work of other assessed individuals.
- Special consideration is a post-assessment adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.
- Learner means any individual enrolled onto a qualification by RALSS.

STATEMENT/ GUIDELINES

1	<p><u>RALSS will:</u></p> <p>1.1 Collate information from learners about any access arrangements they have had in the past, their learning difficulties and/or disabilities, formal assessments of need, medical evidence, etc.</p> <p>2.1 Comply with GDPR and maintain appropriate levels of confidentiality.</p>
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<p>3.1 Formally assess each learner individually if they are taking exams.</p> <p>4.1 Consider the needs of the learner, the effectiveness of the adjustment, the cost of the adjustment and the likely impact of the adjustment upon the learner and other learners</p> <p>5.1 Make reasonable adjustments. An adjustment will not be approved if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.</p> <p>6.1 To facilitate access where there is evidence of need, the RALSS may:</p> <ul style="list-style-type: none"> • Allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids: <ul style="list-style-type: none"> 1.6.1 Are generally commercially available; 1.6.2 Reflect the learner's normal way of working; 1.6.3 Enable the learner to meet the specified criteria; 1.6.4 Do not give the learner an unfair advantage. 1.6.5 Present assessment materials or documents in a way that reflects the learner's normal way of working and enables him or her to meet the specified assessment criteria, for example, materials do not have to be in written format, unless specified by the assessment requirements. 1.6.6 Allow the learner to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria, for example, answers or evidence do not have to be in written format unless specified by the assessment criteria. <p>7.1 Absorb the costs of any reasonable adjustment, including additional administration, invigilation, and support (e.g. reader, practical assistant).</p> <p>8.1 Retain all evidence of Special Consideration applied and make it available to any External Quality Assurers.</p> <p>9.1 Keep the learner and relevant stakeholders informed throughout the process.</p> <p>10.1 Operate at all times within the guidance provided by the awarding bodies and the Joint Council for Qualifications.</p> <p><u>Additional information:</u></p> <p>11.1 RALSS will not automatically provide the same access arrangements as learners may have had previously.</p> <p>12.1 A learner can only receive exam access arrangements that relate to their normal way of working.</p> <p>13.1 Access Arrangements are subject specific.</p> <p>14.1 RALSS will adopt a flexible approach in identifying alternative ways of achieving the assessment requirements.</p> <p>15.1 The outcome produced by the learner must at all times:</p> <ul style="list-style-type: none"> • Meet the requirements of the specifications regardless of the process or method used. • Be assessable. • Be able to be moderated or verified.
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<p>2</p>	<p>2. Responsibilities</p> <p><u>The learner is responsible for:</u></p> <p>2.1. declaring at application if they have a learning difficulty/disability</p> <p>2.2. giving details of any access arrangements they have had in the past when completing pre-enrolment forms</p> <p>2.3. providing evidence of past assessments, medical evidence, etc. when possible</p> <p>2.4. applying for special consideration where relevant as soon as possible after the assessment and no later than 5 working days after the assessment.</p> <p><u>Course lecturers are responsible for:</u></p> <p>2.5. Identifying any students who require access arrangements for their subject by supplying supporting evidence e.g. examples of unfinished timed work, illegible handwriting, etc.</p> <p>1.16. ensuring that learners' expectations are effectively managed</p> <p><u>The RALSS administration team is responsible for:</u></p> <p>2.6. interviewing learners to confirm needs</p> <p>2.7. arranging for the completion of the formal access arrangements assessment</p> <p>2.8. briefing new lecturers about the policy/procedure</p> <p>2.9. updating lecturers regarding changes to regulations</p> <p>2.10. informing lecturers of evidence deadlines</p> <p>2.11. making arrangements for the access arrangements</p> <p>2.12. ensuring copies of the evidence are available in case of inspection</p> <p><u>The RALSS Examinations Team is responsible for:</u></p> <p>1.17. making applications to awarding bodies for access arrangements</p> <p>2.13. applying for special considerations as they arise</p> <p><u>The Head of Centre is responsible for:</u></p> <p>2.14. the quality of the access arrangements processes within his or her centre</p> <p>2.15. ensuring the professional assessing a learners' needs has the required level of competence and training. The professional must be :</p> <ul style="list-style-type: none"> • an appropriately qualified psychologist registered with the Health & Care Professional Council. • a specialist assessor with a current SpLD Assessment Practising Certificate. • an Access Arrangement assessor able to present evidence of successful completion of a post-graduate course in individual specialist assessment at, or equivalent to, level 7.
<p>3</p>	<p>3. Centre delegated adjustments</p> <p>Some access arrangements and reasonable adjustments can be implemented by the centre for both internal and external assessment components without prior notification to NCFE where no supporting evidence is required for inspection purposes. These are where learners' needs are met by:</p> <p>Reasonable Adjustments may include, but are not limited to:</p> <p>3.1. Changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity.</p> <p>3.2. Adapting assessment materials, such as providing materials in Braille.</p> <p>3.3. Providing assistance during assessment, such as a sign language interpreter or a reader. The communication professional may have access to assessment papers 1 hour prior to the scheduled start time of the assessment. The signing of the communication professional must be recorded to demonstrate accuracy.</p> <p>3.4. Changing the assessment method, for example from a written assessment to</p>

	<p>a spoken assessment.</p> <p>3.5. Using assistive technology, such as screen reading or voice activated software.</p> <p>3.6. Bilingual translation dictionaries with 10% extra time – Only to be used in assessments by learners whose first language is not English and who entered the UK less than 3 years ago. The translation of assessment materials or the learner’s answers into or from the learner’s first language is not allowed.</p> <p>3.7. Other arrangements for learners with disabilities:</p> <ul style="list-style-type: none"> • Amplification equipment • CCTV • Colour naming for learners’ who are colour blind • Coloured overlays • Low visions aid/magnifier • OCR scanners.
4	<p>4. Special Consideration</p> <p>4.1. Special Consideration may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstance during the assessment and will reflect the difficulty faced by the learner, but will always be a minor adjustment.</p> <p>4.2. The learner’s result must reflect the learner’s achievement in the assessment and not necessarily the learner’s potential ability.</p> <p>4.3. Where an assessment requires a competence, criterion or standard to be fully met it may not be possible to apply special consideration. It may be more appropriate to offer the learner an opportunity to retake the assessment at a later date or extend the assessment period so the learner has more time to complete the assessment activity.</p>
5	<p>5. Notification to Awarding Body (AB) of learner access arrangements, reasonable adjustments or special consideration</p> <p>Notification to AB of an access arrangement or reasonable adjustment that is not a centre delegated adjustment must be:</p> <p>5.1. On the Notification of Access Arrangements and Reasonable adjustments request form available on its website under Delivery and Learner Support.</p> <p>5.2. Made within the timescales set out by AB</p> <p>5.3. Requests for Special Consideration must be made to AB on the appropriate request form</p>