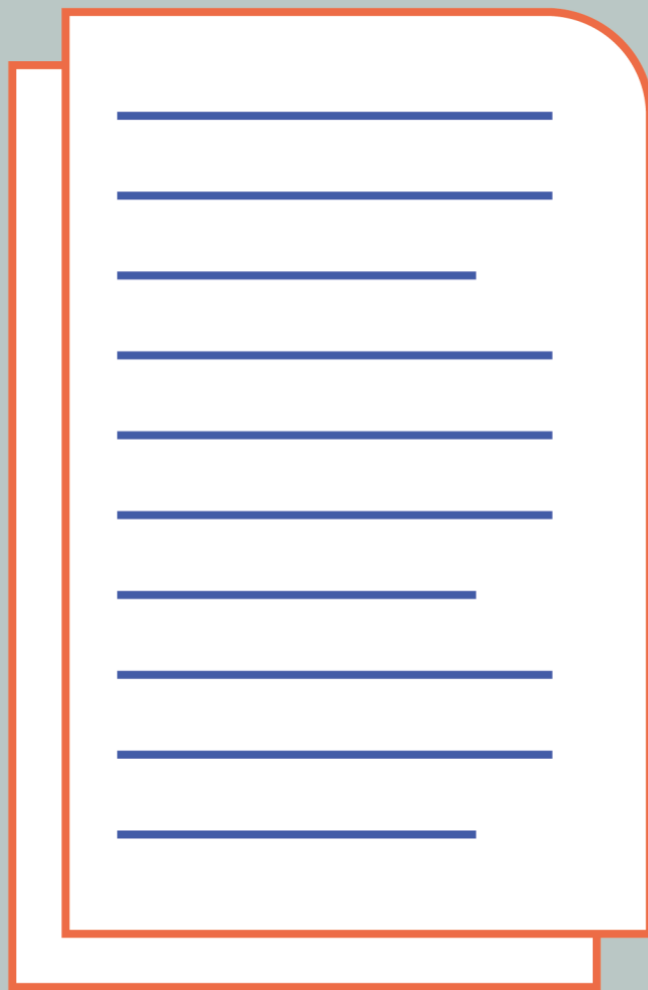


Reasonable Adjustments and Special Considerations Policy



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PURPOSE OF THE POLICY

The purpose of the policy is to set out CTQ's requirements on the use of reasonable adjustments and special consideration.

It explains how and when a Centre should apply for a reasonable adjustment or special consideration for one or more of its learners, sets out the process by which CTQ will decide on any requests made, and specifies how decisions will be communicated.

This policy is for centres and/or learners, who want to submit reasonable adjustment or special consideration requests.

It is important that those involved in the management, assessment and quality assurance of CTQ qualifications, as well as learners, are fully aware of the contents of this policy.

At the Centre approval stage and at subsequent quality assurance activities, the allocated External Quality Assurer (EQA) will check that the Centre is aware of its contents and purpose, and that learners are aware of their right to request reasonable adjustments and/or special consideration.

The Equality Act 2010 mandates CTQ to make reasonable adjustments for learners with disabilities, ensuring they are not at a substantial disadvantage compared to non-disabled learners.

CTQ is dedicated to providing equality of opportunity and freedom from discrimination. Our qualifications clearly define assessment criteria and allow various forms of evidence within fair assessments, free from unjustifiable barriers.

This policy:

- defines reasonable adjustments and special considerations
- identifies examples of reasonable adjustments and special considerations, and reasons why they may and may not be authorised
- sets out the responsibilities that CTQ, centres, centre staff and learners have
- provides information on evidence requirements for requests
- sets out the process for considering, approving and following up reasonable adjustment and special consideration decisions

APPLYING FOR REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATION

Reasonable Adjustments

CTQ endeavours to ensure that the assessment requirements and methods used within its qualifications are sufficiently flexible to enable the widest range of learners to fairly and reliably demonstrate competence.

However, we must also ensure that the arrangements we allow will be valid and reliable, in order to accurately reflect learner's ability to meet the learning outcomes and assessment criteria of the qualifications. We must also ensure that learners are not given either a real, or a perceived, unfair advantage.

A reasonable adjustment helps to reduce the effect of a disability or difficulty that puts learners at a disadvantage in terms of assessment. However, reasonable adjustments must not affect or compromise the integrity of what is being assessed. Any reasonable adjustment must be approved, and/or agreed, before the assessment takes place.

Reasonable adjustments constitute an arrangement to give the learner access to the assessment. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

CTQ and CTQ approved Centres are only required by law to do what is 'reasonable' in terms of giving access to assessment. What is reasonable will depend on the individual circumstances, cost implications, and the practicality and effectiveness of the adjustment.

In some cases, reasonable adjustments may not be permitted due to published legal criteria. For example, if a Learner is unable to meet the requirements of a qualification that are outlined in Health & Safety legislation (which takes precedence over Equality legislation).

There is no reasonable adjustment requirement for translation into the English language: the Equality Act 2010 does not include people whose first language is not English. Centres may wish to use a translator for teaching and learning; however, the assessment must be completed in English

Reasonable adjustment for practical first aid activities

CTQ's suite of First Aid qualifications include practical assessments. These practical assessments may require learners to carry out a range of practical tasks, including giving CPR. HSE legislation sets out the following requirement that CTQ and Centres must comply with:

- Where candidates have a disability, training providers should make reasonable adjustments during the period of training. However, at the formal (summative) assessment stages the candidate must demonstrate their first-aid competence without assistance of any kind.

Centre Initial Assessment of Learners

The Centre must provide information and advice about a learner's chosen qualification and explain the assessment criteria and the requirements of the qualification, including any specific assessment and legislative requirements.

The Centre should assess the suitability of a learner's potential to complete the assessments and achieve the qualifications at the level chosen. In some cases learners may not meet the entry requirements.

As part of this induction and initial assessment process, the Centre should identify if learners will need support or reasonable adjustments to enable them to be assessed fairly and discuss this with them. Learners may believe there are reasons they might find it difficult to show competence through the methods proposed and they should discuss what alternatives might be available with their tutor/assessor.

Making Reasonable Adjustments

Some reasonable adjustments can be agreed by the Centre and notified to CTQ; others will need agreement from CTQ's Quality Assurance Department. A table of possible reasonable adjustments and the responsibility for agreeing them is included at **Appendix 1**.

Examples of reasonable adjustments may include those given below, although this list is not exhaustive:

- 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 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 papers

Reasonable adjustments must:

- Not give a learner an unfair advantage
- Not compromise or invalidate the assessment requirements of a qualification
- Be based on the individual need of a learner
- Reflect the learner's normal way of working

Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy or alter the competence standards. All learners' performance will be assessed against set standards and although they cannot be altered, it may be possible to change the delivery or process of assessment so that each learner has an equal opportunity to demonstrate what he/she knows and what can do.

Learners should be able to achieve the assessment requirements and any adjustments made should not compensate the learner for lack of knowledge and skills. The learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment.

The qualification of a learner who has had an adjustment to assessment must have the same credibility as that of any other learner; for example, the achievement of vocational qualifications provides a realistic indication to the potential employer of what the certificate holder can do.

Any adjustment to assessment must be based on the individual need of a learner, the assessment requirements of a qualification and the nature and extent of the support given as part of normal teaching practice.

Special Consideration

Special consideration can be applied after an assessment if there was a reason why the learner may have been disadvantaged during the assessment. For example, special consideration could apply to a learner who has temporarily experienced an illness or injury, or another event outside of the learner's control.

Special consideration should not be granted solely on the grounds of disability, and learners must declare their needs prior to assessment, and any reasonable adjustments implemented before the assessment takes place.

Special consideration should not give the learner an unfair advantage. The learner's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration, if successful, may lead to a small post-assessment adjustment to the learner's results, but not necessarily so. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Centres should note that:

- where an assessment requires the learner to demonstrate practical competence or where criteria must be met fully, or in the case of qualifications that confer a Licence to Practice, it may not be possible to apply special consideration
- If there were an instance where a learner temporarily experiences an illness or injury, or other event outside of the learner's control in the type of assessments described, and it would be more appropriate to offer the opportunity to take that type of assessment later, the Centre would need to contact CTQ on the day of the scheduled assessment to ask for approval prior to rescheduling the assessments
- Events that take place during the assessment day that reduce the time available for assessment, such as a fire alarm, may require the assessment to take place on a different day

All learners regardless of special consideration must meet the minimum requirements to achieve the award of a certificate.

Examples of the circumstances where a learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration include those given below, although this list is not exhaustive:

- alternative assessment arrangements that were agreed in advance of assessment are not adequate
- performance is affected by circumstances beyond a learner's control, e.g. bereavement, recent personal illness, or accident or serious disturbance whilst the assessment takes place
- part of an assessment has been missed due to circumstance beyond a learner's control

How to apply for a reasonable adjustment or special consideration

If a Centre wishes to make an application for a reasonable adjustment or special consideration on behalf of one or more learners, it should complete the Reasonable Adjustments application form or the Special Consideration application form either of which can be requested from the administrative team via the contact details on page 8.

The Special Consideration application form asks for details of each learner's circumstances, evidence of any medical conditions and other relevant information. This should be sent to the CTQ Head of Quality depending on the nature of the reasonable adjustment required (see Appendix 1).

Where the Centre can take the decision itself, it must record the award of the adjustment on the Reasonable Adjustments application form. This form should be returned to the Head of Quality at the end of each calendar month.

The form and all relevant documentation and evidence of need must be kept in Centre files and produced on request to CTQ or the regulatory authorities. A Centre EQA will review the use of reasonable adjustments during a quality assurance visit.

Requests for reasonable adjustments that must be approved by CTQ should be submitted not less than 30 working days before any assessment. CTQ will acknowledge receipt within 2 working days and will aim to provide a decision within 10 working days. It may not be possible to respond within this timeframe if we need to call on specialist advice. In such cases, we will inform the Centre of the expected response time.

Requests for special consideration should be submitted not more than 5 working days after the planned or actual assessment date. CTQ will acknowledge receipt within 2 working days and will provide a decision within 5 working days.

Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- Application has been overlooked at the Centre and the oversight is confirmed by the Head of Centre
- 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

HOW CTQ WILL DEAL WITH REQUESTS

All requests for reasonable adjustments and special consideration are reviewed initially by the Head of Quality.

He/she will check the specific requirements of the assessment and qualification involved and use precedents, guidance published by the Federation of Awarding Bodies and specialist advice from others where appropriate.

The Head of Quality will communicate the decision to the Centre according to the timetable stated above. If this is not possible and the review will take a little longer, he or she will contact the Centre. If the application for special consideration were successful, the learner's performance would be reviewed considering the available evidence.

The Head of Quality will share the details of the application and the outcome with the Centre's EQA.

The Leadership Team will review all decisions to ensure fairness, consistency and comparability.

Appeals

If a Centre wishes to appeal against a decision taken by CTQ regarding reasonable adjustments or special consideration, it can do so using the process set out in our published Enquiry and Appeals Policy.

Contact Details

Forms should be submitted in writing by email to quality@ctq.org.uk

POLICY REVIEW ARRANGEMENTS

This policy is subject to a three-year review cycle, or earlier, should any feedback or concern be brought to the attention of CTQ, to ensure it remains fit-for-purpose and the process and its outcomes are deliverable.

It is also reviewed as part of CTQ's continuous improvement monitoring through its annual self-assessment arrangements.

APPENDIX 1 – REASONABLE ADJUSTMENTS PERMISSIONS TABLE

This table outlines some possible reasonable adjustments that can be made and who should take the decision. However, Centres have a duty to seek advice from CTQ in any case where they are in doubt if an adjustment is needed or how it should be applied.

Key:

CENTRE – Reasonable adjustment permitted at the discretion of the Centre

CTQ – Apply to CTQ for permission

Reasonable adjustment	Assessments NOT taken under examination conditions	Assessments taken under examination conditions
Extra time up to 25%	CENTRE	CENTRE
Extra time in excess of 25%	CTQ	CTQ
Supervised rest breaks	CENTRE	CTQ
Change in the organisation of assessment room	CENTRE	CTQ
Separate accommodation within the Centre	CENTRE	CTQ
Taking the assessment at an alternative venue	CTQ	CTQ
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	CTQ	CTQ
Use of assistive software ¹	CTQ	CTQ
Use of bilingual and bilingual translation dictionaries ²	CENTRE	CTQ
Assessment material in enlarged format	CENTRE	CTQ
Assessment material in Braille	CTQ	CTQ
Language modified assessment material	CTQ	CTQ
Assessment material in BSL	CTQ	CTQ
Assessment material on coloured paper	CENTRE	CTQ
Assessment material in audio format	CENTRE	CTQ
Use of ICT ³	CENTRE	CTQ
Reasonable adjustments for first aid practical assessments	CTQ	CTQ
Responses using electronic devices	CENTRE	CTQ
Responses in BSL	CTQ	CTQ
Responses in Braille	CTQ	CTQ
Reader	CENTRE	CENTRE
Scribe	CENTRE	CENTRE
BSL/English interpreter	CTQ	CTQ

¹ Except where the qualification assessment guidance prohibits the use of ICT

² Use of dictionaries must not compromise the validity of assessment outcomes

³ Except where the qualification assessment guidance prohibits the use of ICT

Prompter	CTQ	CTQ
Practical assistant	CTQ	CTQ
Transcriber	CTQ	CTQ
Other	CTQ	CTQ